Indiana's Response to Intervention Academy

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

"Setting the Scene for Success"

Avon Community School Corporation
9th Grade Programming Team

May 12, 2009
Session 5, 3:30-4:30 p.m.

Preview: Revisiting the Basics and Deepening Our Understanding

Directions

Pre-Assessment: Prior to the presentation, find a partner and activate your prior knowledge to indicate whether the following statements are True or False.

Post-Assessment: Review the statements. Based on your learning throughout the presentation, indicate whether each statement is true or false. Below the statement, provide evidence for your response.

Before True/False	Statement	After True/False
	There are 3 core components in the Indiana RTI model. They are: • Evidence-based core curriculum, instruction, & interventions/extensions • Assessment and progress monitoring • Family, community & school partnerships. Evidence:	
	Universal Screening and Progress Monitoring are considered to be of the Curriculum Based Measures Family and are only for elementary use. Evidence:	
	There is a hierarchy to teaching reading. Evidence:	

Response To Instruction

The Avon High School Journey

Components of RTI

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

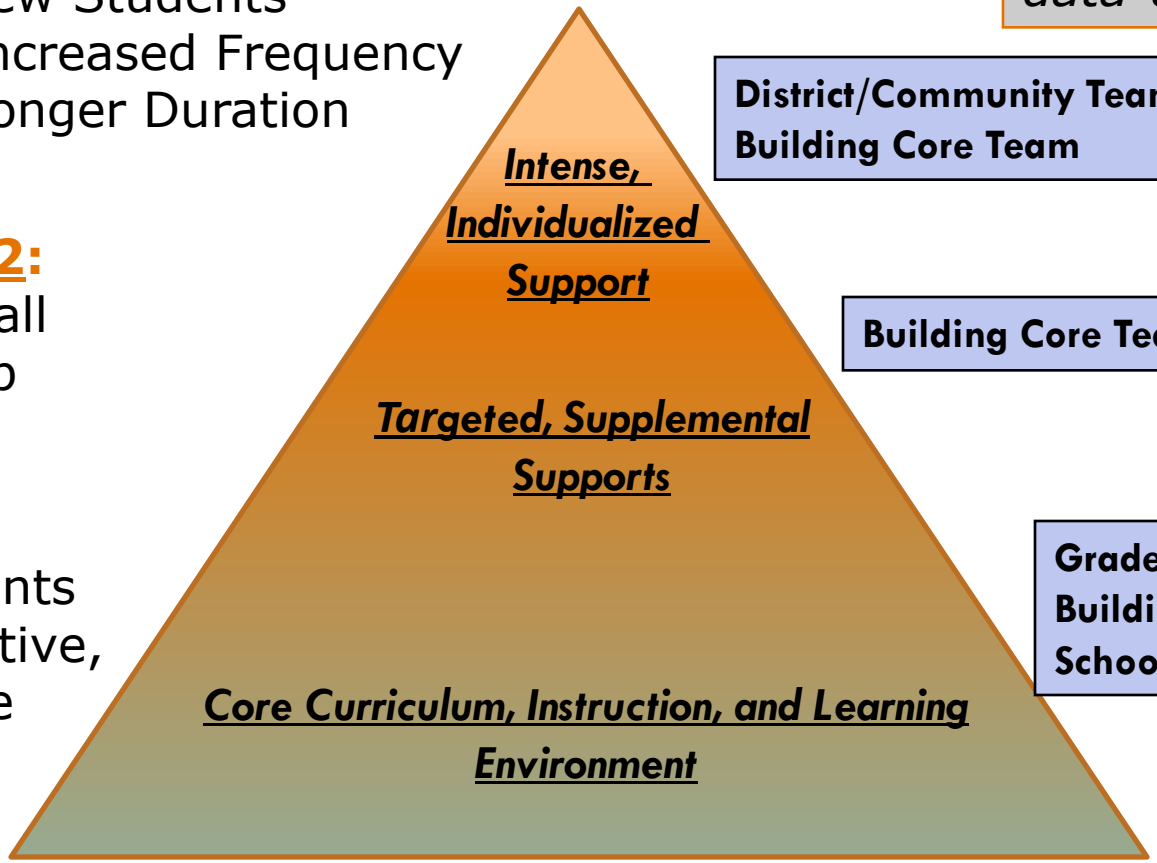
Integrated System for Academic and Behavioral Supports

Services across tiers are fluid and data-driven

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

And…we found that many of our staff members needed a great deal of support taking the next step.

Hyperlink to video clip

LEADERSHIP

- Create an environment of collaboration between all stake holders.
- Develop data collection skills and the ability to discover needs.
- Help set the direction of professional development based on needs.
- Develop a shared vision of excellence.
- Provides time to work on implementing vision.

Freshman Academy Journey

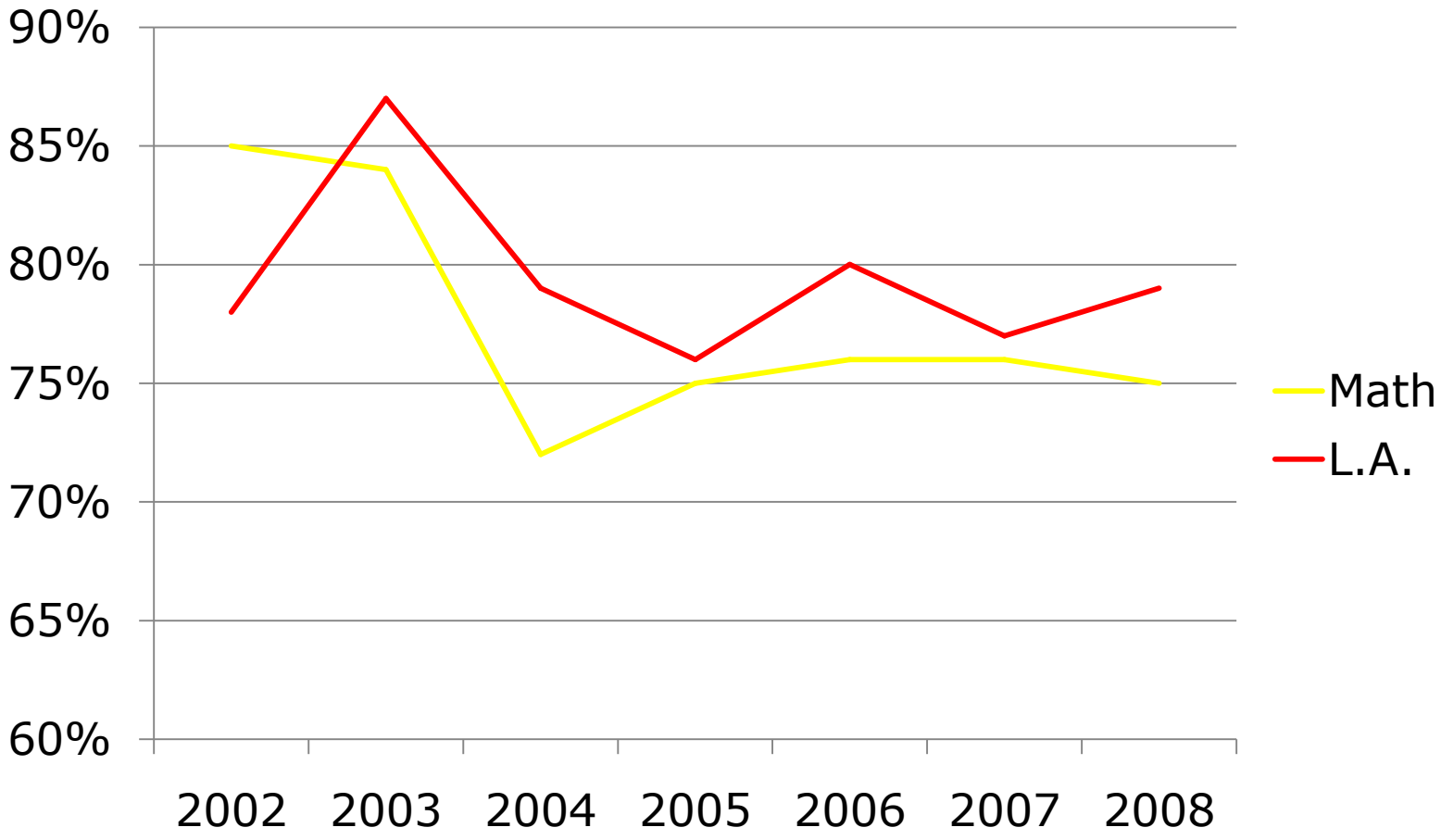
- What was the data telling us about 9th and 10th graders?
- What are other schools doing?
- What does the research say?
- What models will work at Avon?
- What are the elements of a Freshman Academy that are nonnegotiable?
- What do we pilot and how long do we take for implementation?

GROWTH PROJECTIONS

Grade	2005	2006	2007	2008	2009	2010	2011	2012
9	586	618	610	687	716	776	826	826
10	482	598	631	623	701	731	792	843
11	504	480	595	628	620	697	727	788
12	413	494	470	583	615	608	683	712
Total	1985	2190	2306	2521	2652	2812	3028	3169

Dr Robert Boyd, Indiana State University, November 2005

AVON HIGH SCHOOL ISTEP DATA



Data: Algebra I ECA

	ALGEGRA I	
Number	% Passing	State % Passing
WINTER 08		
80	2.5%	34%
SPRING 08		
274	19.6%	34%
320 AMS	70.6	34%

Freshman Pilot
Lessons Learned

- Students need academic classes all year.
- Semester schedule works best for year long classes.
- Special Education students need more time / support.
- Subjects taught on the team must be on the same schedule (can't have some on trimester and some on semester)
- FLEX time is important but not needed every day.
- Senior mentors are needed to help with character education and building relationships.
- The advantages of teaming (relational) should be given to all students (including honors)

Elements of the Freshman Academy

ACADEMIC CORE

ALL 9th grade students

will take core classes of :

- Math
- Science
- English
- Social Studies

Elements of the Freshman Academy

ACADEMIC TEAMS

ALL 9th grade students will be placed on Academic Core Teams made up of:

- 4 Core Academic Teachers
- 100 students per non at-risk student team (25 students average class size)
- 60 students per at-risk student team(15 students average class size)

Elements of the Freshman Academy

FLEX PERIOD

- 30 – 50 minutes within the team block
- Does not need to meet every day
- Can be used as:
  - Advisory
  - Guided Study
  - Career Planning
  - Peer Mentoring
  - Study Skills
  - Literacy

Elements of the Freshman Academy

PEER MENTORS

- Use senior students in peer mentoring class (for credit)
- Help organize Freshman Orientation Day
- Goal of 1 mentor to 5 Freshman ratio
- Help plan and teach character development during FLEX period
- Help as peer tutors

Elements of the Freshman Academy

OTHER

- Special education inclusion and resource time for most at-risk students.
- PBS (Positive Behavior Support)
- Literacy – assessment and skill development
- Study Skills
- Seven Habits of Highly Effective Teens
- Use Pyramid of Interventions for failing students

Elements of the Freshman Academy

FRESHMAN ORIENTATION

- Will be scheduled the week of August 10 at the beginning of school (day TBA)
- Will be an all day experience with Freshman only (grades 10 – 12 will not be in session)
- Senior mentors will help Freshman with transition issues
- Transportation will be provided

Elements of the Freshman Academy

ACADEMIC TEAM SCHEDULE

- All four core classes taught on a year long semester schedule (same teachers all year)
- Classes taught in a 3 period block of time each day.

Period	MORNING	MID DAY	AFTERNOON
1	TEAM	ELECTIVE	ELECTIVE
2	TEAM	TEAM	ELECTIVE
3	TEAM	TEAM	TEAM
4	ELECTIVE	TEAM	TEAM
5	ELECTIVE	ELECTIVE	TEAM

Freshman Student Schedule

- 8 credits per year in Academic Core classes on a semester schedule
- Careers class (1 credit) on trimester schedule
- 5 elective classes on trimester schedule
- If band or choir AND World Language student the rest of the 5 elective classes will be used.
- PE can be taken in the summer
- Health can be taken in grade 10 or

Freshman Student Schedule

SEMESTER SCHEDULE – Academic Team	
Semester 1 1. Math 2. Science 3. English 4. Social Studies	**Semester 2** 1. Math 2. Science 3. English 4. Social Studies

TRIMESTER SCHEDULE - Electives		
Trimester 1 1. Careers / Planning 2. Elective # 1	**Trimester 2** 1. Elective # 2 2. Elective # 3	**Trimester 3** 1. Elective #4 2. Elective #5

Freshman Student Schedule

SEMESTER SCHEDULE – Academic Team	
Semester 1 1. Algebra I H 2. Biology 3. English 9 4. Geography / History of the World	**Semester 2** 1. Algebra I H 2. Biology 3. English 9 4. Geography / History of the World

TRIMESTER SCHEDULE - Electives		
Trimester 1 1. Careers / Planning 2. P.E. I	**Trimester 2** 1. Spanish I A 2. Health	**Trimester 3** 1. Spanish I B 2. Into. 2D Art

Freshman Student Schedule

SEMESTER SCHEDULE – Academic Team	
Semester 1 1. Geometry H 2. Biology H 3. English 9 4. Geography / History of the World	**Semester 2** 1. Geometry H 2. Biology H 3. English 9 4. Geography / History of the World

TRIMESTER SCHEDULE - Electives		
Trimester 1 1. Careers / Planning 2. Beg. Concert Band	**Trimester 2** 1. French II A 2. Beg. Concert Band	**Trimester 3** 1. French II B 2. Beg. Concert Band

Freshman Academy Schedule – morning team

TIME	PERIOD	T-R	TIME	M-W-F
7:30 - 8:11	1 Team	41 min	7:30 – 8:25	55 min
8:13 – 8:54	2 Team	41 min	8:27 – 9:22	55 min
8:56 – 9:37	3 Team	41 min	9:24 – 10:20	56 min
9:39 – 10:20	4 Team	41 min	10:22 – 11:18	56 min
10:22 – 11:18	FLEX	50 min	NO FLEX	
11:24 – 11:51	LUNCH			
12:57 – 1:03	4 Elective	66 min		
1:09 – 2:19	5 Elective	70 min		

Freshman Teams 2009-2010

Team #	Math	Science	English	Soc. Studies	# Students
Team 1	Pre Alg	Earth Sci	Eng 9	Geog	62
Team 2	Pre Alg Alg I	Earth Sci Biology	Eng 9	Geog	82
Team 3	Alg I Geom H	Biology Biology H	Eng 9 Eng 9 H	Geog Geog H	99
Team 4	Alg I H Geom H	Biology Biology H	Eng 9 Eng 9 H	Geog Geog H	91
Team 5	Alg I Geom H	Biology	Eng 9	Geog	100
Team 6	Alg I	Biology	Eng 9	Geog	94
Team 7	Ace Geom Geom H	Biology H Chem H	Eng 9 Eng 9 H	Geog Geog H	89

Assessment & Progress Monitoring Data-Based Decision-Making

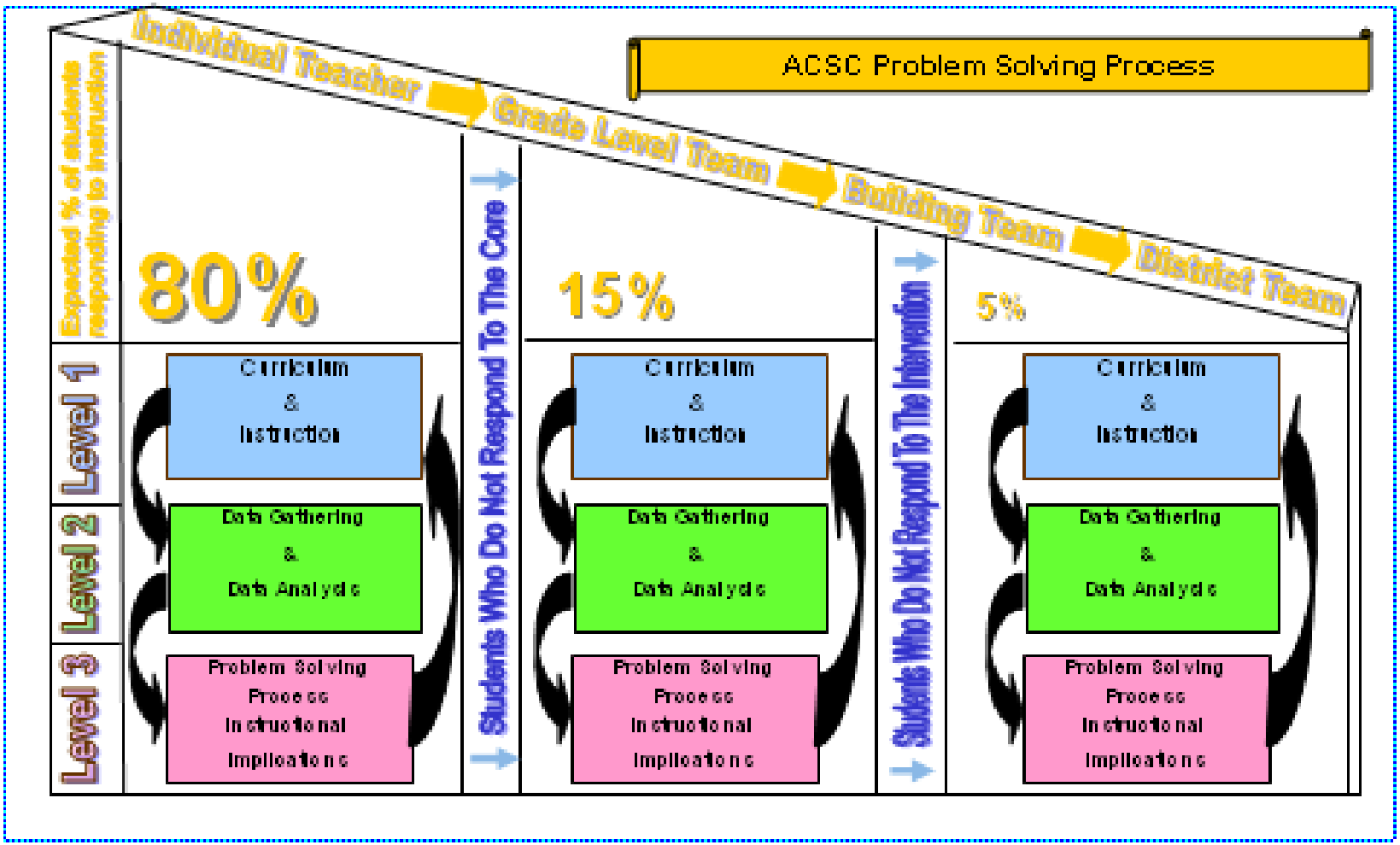
- **Assessment and progress monitoring**

  A system of assessment and progress monitoring occurs naturally in teaching and learning and serves as a tool to measure learning and guide decision making.

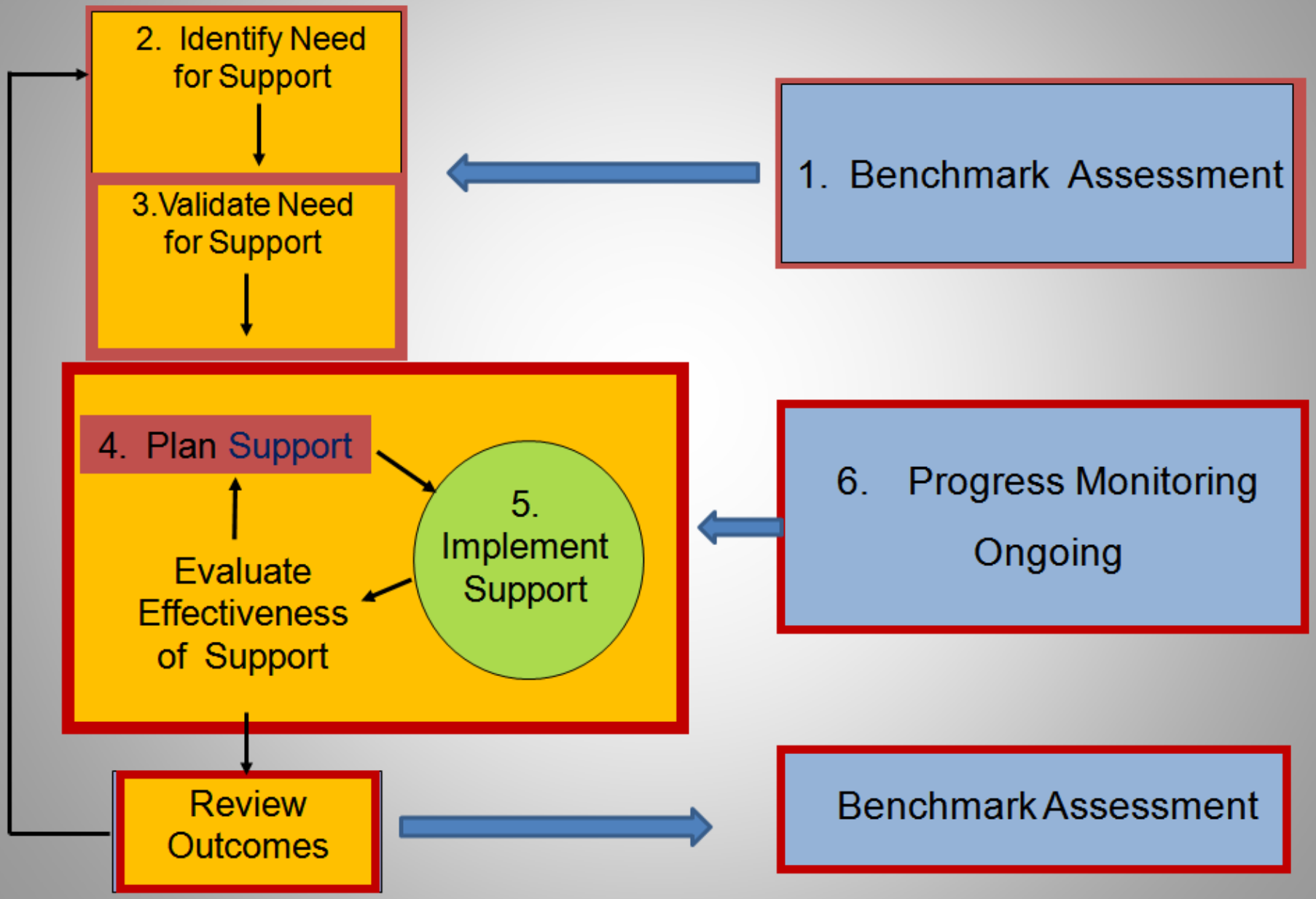
- **Data-based decision making**

  Data-based decision making refers to an ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Educators utilize this systematic process to address the needs of individual students, small groups, grade levels, and all students in a school or district.

ACSC Levels Of Support



Data-Driven Instructional Model



Critical Questions for Data-Based Decision-Making

- How will you determine what goals to set from the data in front of you?
- How do you transfer this to instruction?
- How will you determine what skills must be taught and where to begin?
- How often will you collect data on the new skills to be taught?
- What instruments will you use to measure student growth?
- How will you graph the data?

ACTION PLAN

Specific Tools for Specific Assessment Purposes

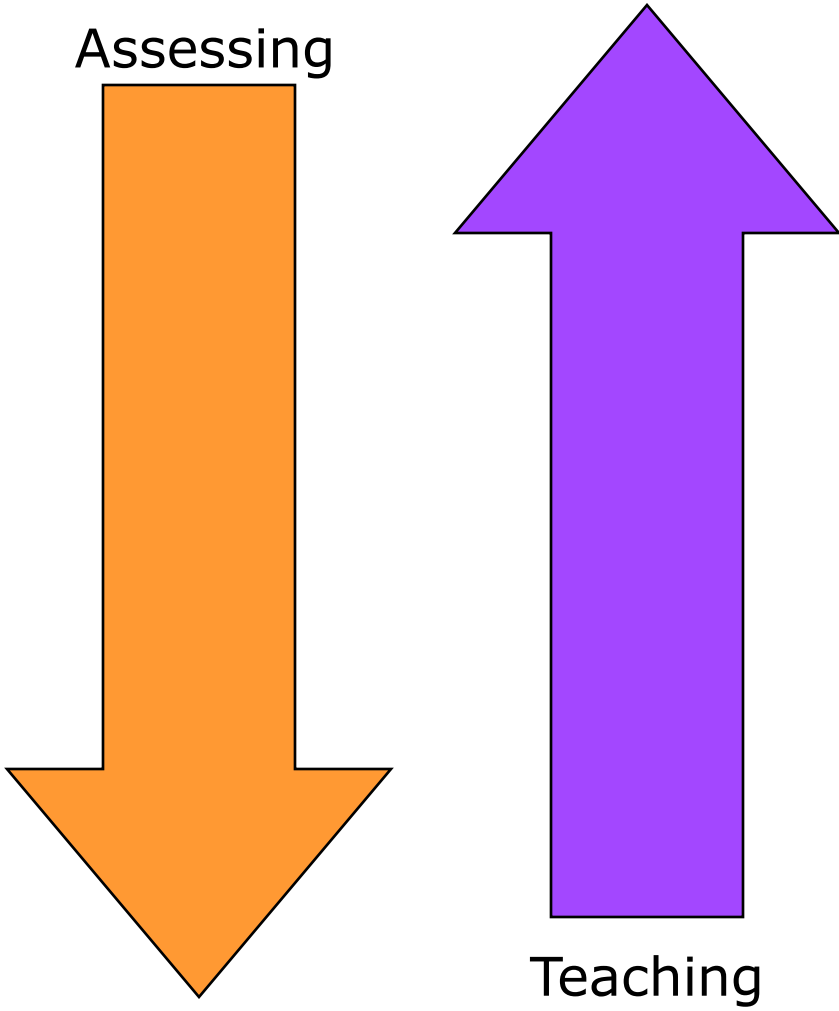
Type	*Feature*	*Avon High School Examples*
Universal Screening	Reliable, Valid, Low Cost, Accurate, Production Type Responses, Sensitive to Between Persons Differences	MAZE Assessment
Diagnostic/Intervention Planning	Lots of Items, Production-Type Responses	Oral Reading Fluency Assessment Quick Phonics Assessment Morphological Screeners
Progress Monitoring	Reliable, Valid, Low Cost, Accurate, Production Type Responses, REPEATABLE, Sensitive to Between Persons Differences	*Continued Monitoring Utilizing:* MAZE Assessment Probes Oral Reading Fluency Assessment Quick Phonics Assessment Morphological Screeners
Program Evaluation/Accountability	Linked to Important Outcomes	End of Course Assessment/ECA ISTEP NWEA

Curriculum Based Measures

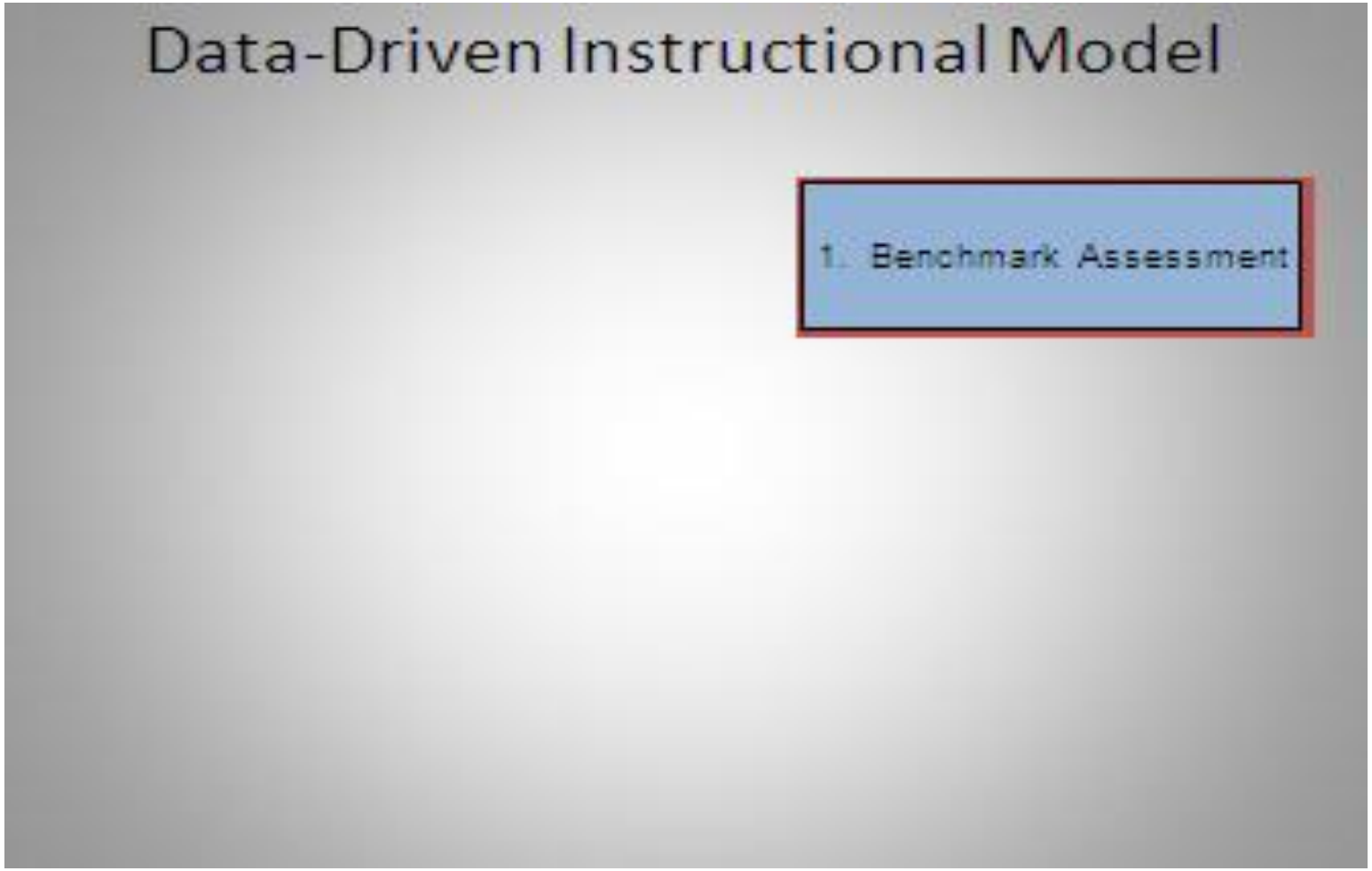
- CBM's monitor student progress throughout the school year.
- CBM's are brief and easy to administer.
- CBM's are standardized.
- Students are given probes at regular intervals.
  - Weekly, bi-weekly, monthly
- CBM scores are graphed for teachers to make decisions about instructional programming.
- Teachers use student data to quantify short and long term goals that will meet end-of-the-year goals.

Avon High School's Hierarchy of Assessing and Teaching Core Subjects

1. Comprehension
2. Vocabulary
3. Fluency
4. Word Analysis/Decoding
5. Computation



Avon High School's Universal Screening Process



The MAZE

Monarch butterflies are one of the most stunning and amazing butterfly species on the planet. These orange and black spotted beauties **(train, below, spend)** their summers in North America and **(experts, migrate, helped)** to the mountains of Mexico for **(cat, for, the)** winter.

It's because they can't survive **(known, boast, below)**-freezing temperatures that Monarch butterflies must **(hearing, migrate, bristly)**. They can survive some snowfall, however, **(only, long, play)** as long as the temperatures are **(from, most, mild)** and the snow melts quickly.

One **(to, of, be)** the amazing facts about Monarch butterflies **(so, on, is)** that they migrate two thousand miles **(rumor, every, start)** fall. Two thousand miles is quite **(a, no, up)** distance for a little winged insect **(busy, black, that)** weighs less than a gram. Incredibly, **(wet, the, dog)** butterflies manage to flutter to Mexico **(by, in, as)** about two week's time. They average **(melts, flock, about)** fifty miles per day on their **(strenuous, memorable, possessed)** journey.

When the Monarchs arrive **in (animal, Mooney, Mexico)**, they join hundreds and thousands of **(tails, other, black)** butterflies in special butterfly sanctuaries located **(filthy, expert, within)** the hills. The butterflies then cling **(if, to, we)** a particular type of fir tree **(give, that, wash)** grows in the area.

It really **(is, of, so)** an astonishing sight to hike up **(be, on, to)** the butterfly sanctuaries. The butterflies can **(do, us, be)** seen clinging to the fir trees **(two, like, bare)** a bunch of ripe, orange fruit. **(It, At, To)** first it is confusing. One expects to **(was, can, see)** butterflies, not fruit. However, after taking **(on, a, if)** closer look, one can see the **(thick, hours, "fruit")** quivering slightly. The slightest sound, like **(by, a, or)** branch snapping on the ground, can **(startle, feather, peacock)** the butterflies and send them airborne **(we, in, by)** a flurry of vibrant orange wings.

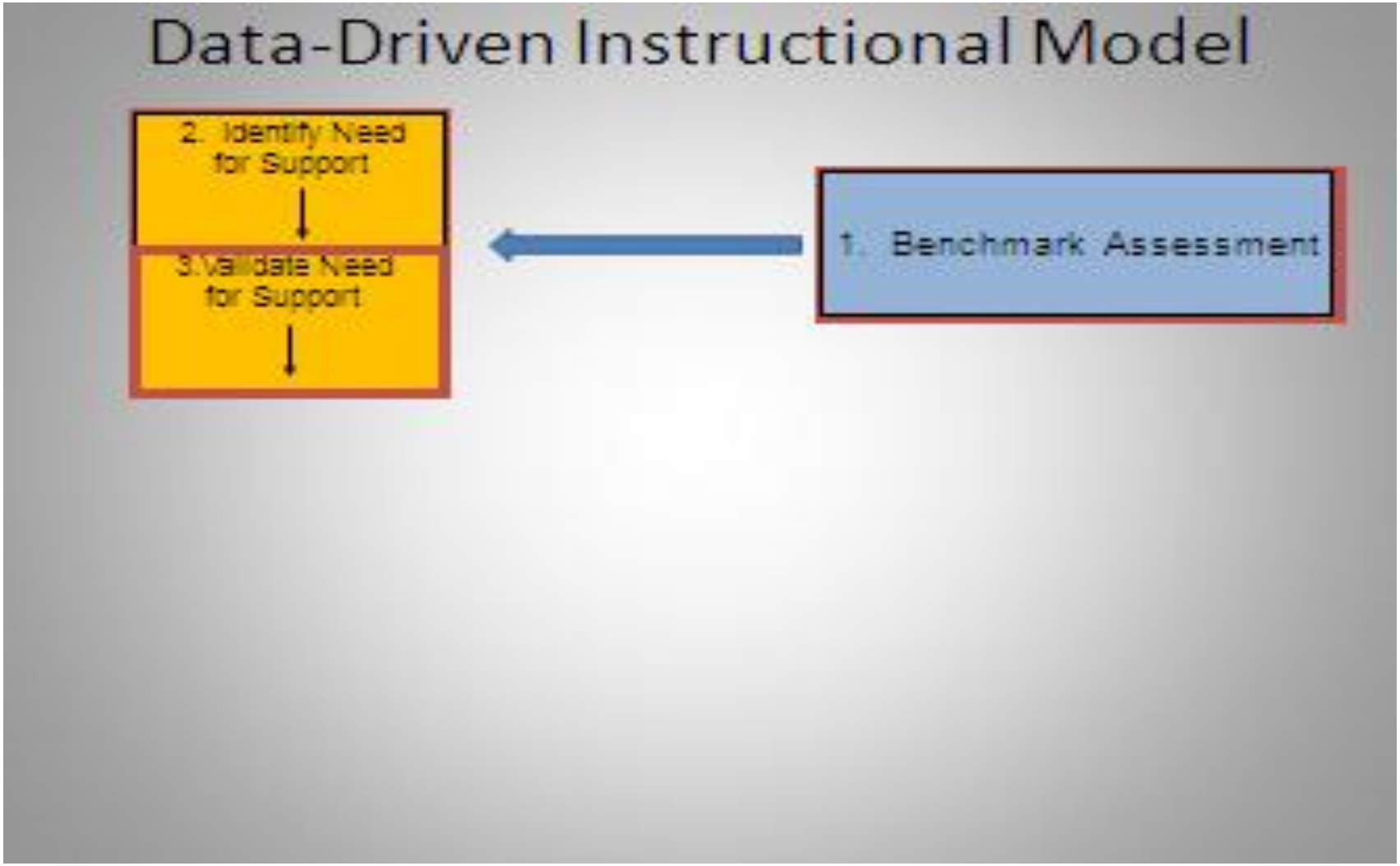
(Vanilla, Arrived, Despite) their delicate look, Monarch butterflies are **(shudders, actually, terrible)** very hardy and have awed and **(oatmeal, delight, stumped)** scientists for decades. These scientists have **(has, the, saw)** delicate job of tagging Monarchs butterflies **(to, am, it)** track the amber-winged insects on **(owner, drove, their)** long journey over the North American **(unusually, continent, whispering)**. Tracking the butterflies has only served **(as, of, to)** amaze the scientists even more.

Monarch **(perfection, butterflies, temperature)** have always been viewed as delicate **(and, buy, new)** fragile, but the butterflies truly are **(little, recall, larger)** miracles with wings. It seems that **(scrubs, Mother, squeal)** Nature has designed them specifically to **(walrus, endure, beauty)** both the extremes of temperatures and **(for, all, the)** great distances the planet Earth has **(younger, forced, plumage)** them to fly over.

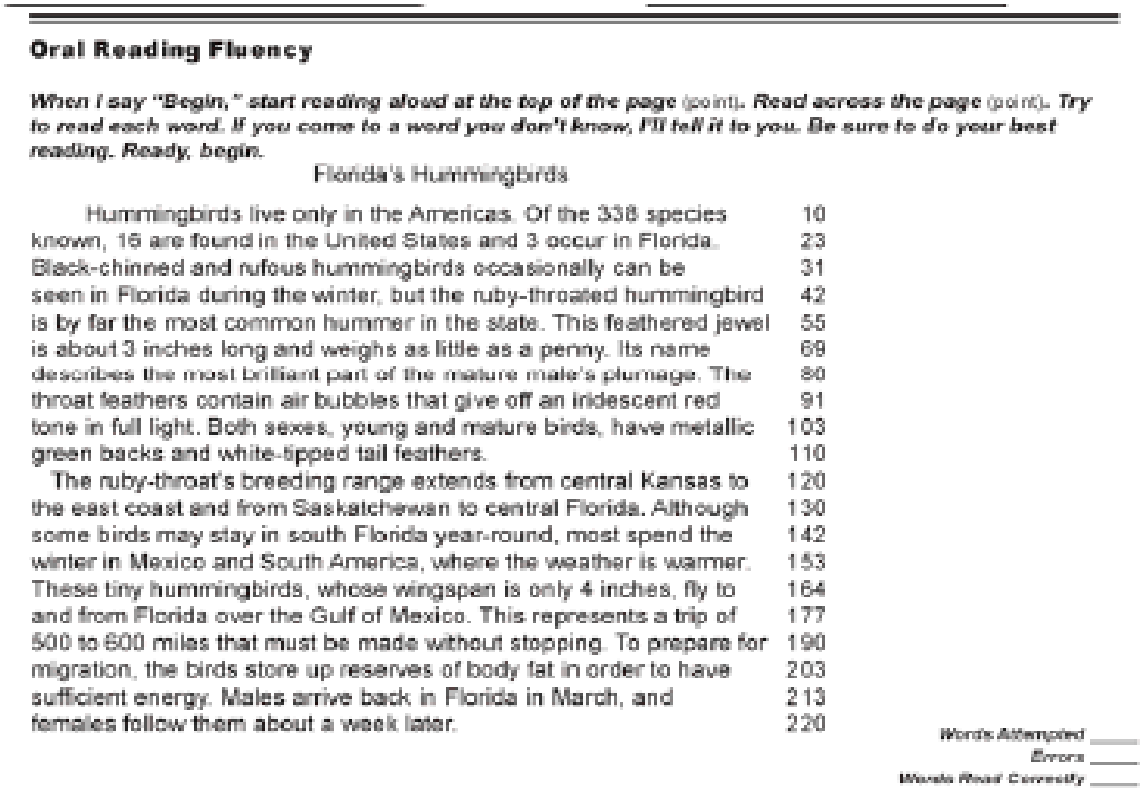
Monarch butterflies are
6P20

www.aimsweb.com

Identifying and Validating Need for Support



Oral Reading Fluency Assessment



Oral Reading Fluency

When I say "Begin," start reading aloud at the top of the page (point)***. Read across the page*** (point)***. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.***

Florida's Hummingbirds

Hummingbirds live only in the Americas. Of the 338 species	10
known, 16 are found in the United States and 3 occur in Florida.	23
Black-chinned and rufous hummingbirds occasionally can be	31
seen in Florida during the winter, but the ruby-throated hummingbird	42
is by far the most common hummer in the state. This feathered jewel	55
is about 3 inches long and weighs as little as a penny. Its name	69
describes the most brilliant part of the mature male's plumage. The	80
throat feathers contain air bubbles that give off an iridescent red	91
tone in full light. Both sexes, young and mature birds, have metallic	103
green backs and white-tipped tail feathers.	110
The ruby-throat's breeding range extends from central Kansas to	120
the east coast and from Saskatchewan to central Florida. Although	130
some birds may stay in south Florida year-round, most spend the	142
winter in Mexico and South America, where the weather is warmer.	153
These tiny hummingbirds, whose wingspan is only 4 inches, fly to	164
and from Florida over the Gulf of Mexico. This represents a trip of	177
500 to 600 miles that must be made without stopping. To prepare for	190
migration, the birds store up reserves of body fat in order to have	203
sufficient energy. Males arrive back in Florida in March, and	213
females follow them about a week later.	220

Words Attempted _____
Errors _____
Words Read Correctly _____

http://easycbm.com/

Quick Phonics or Morphological Screeners

Quick Phonics Assessment 2009-Teacher Copy

Student Name_____ **Grade**_____ **Date**_____

(1.) K-1 LETTERS	Names	Score		Sounds	Score
	y e w p v q x z g l h u c n b j k m t a s i r d f o	/26		/y/ /e/ /w/ /p/ /v/ /q/ /x/ /z/ /g/ /l/ /h/ /u/ /c/ /n/ /b/ /j/ /k/ /m/ /t/ /a/ /s/ /i/ /r/ /d/ /f/ /o/	/21 cons. /5 vowels

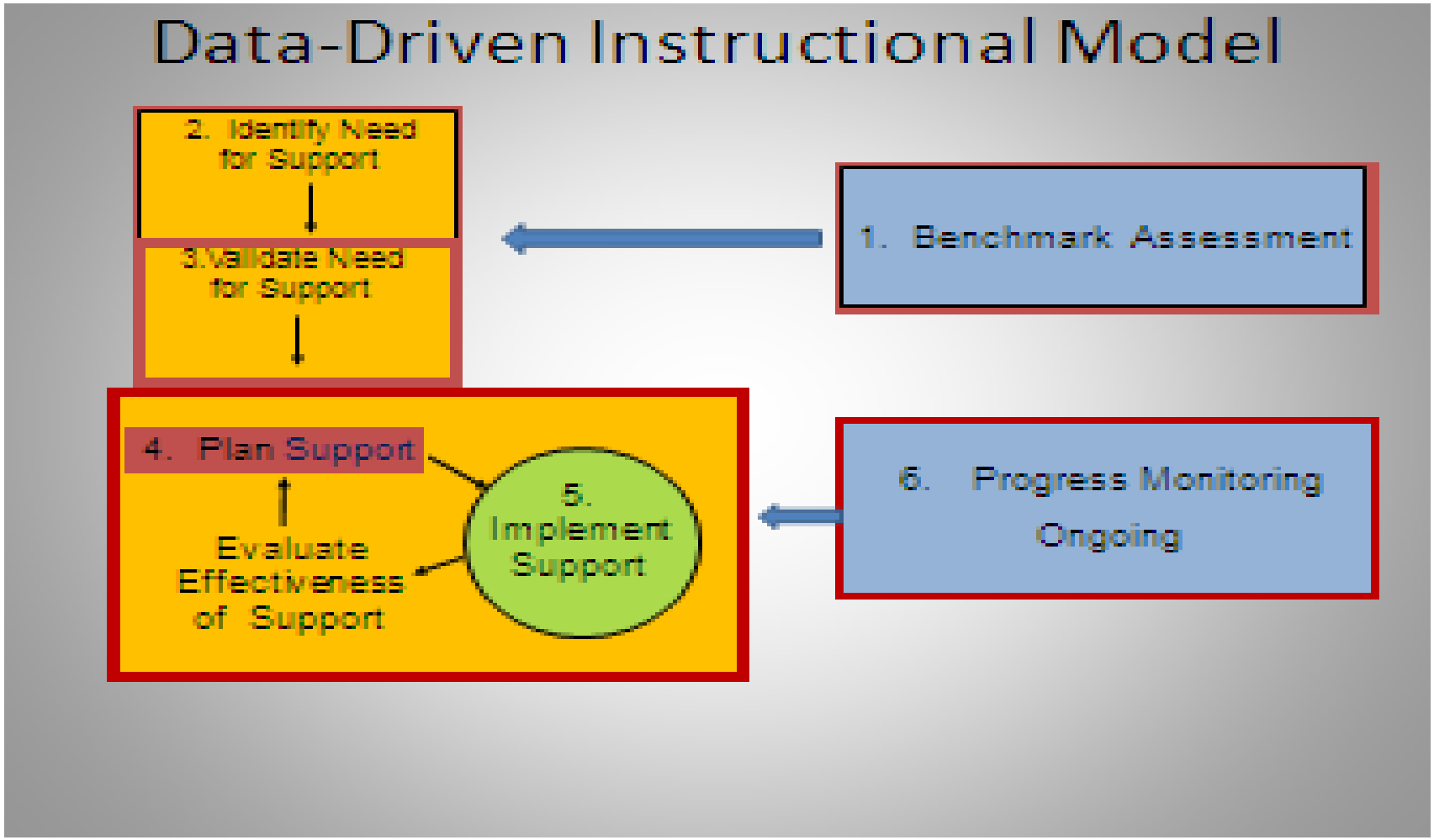
(2.) Grade 1 SHORT VOWELS CVC	*Short Vowels:* a e i o u	/5
	Real Words: rot wed bun lap kit	/5
	Nonsense Words: lom mis pez rad jun	/5
(a) in list		
(b) in text	Pam and Ken did the jig. Nat had a map. Ben sat on a rug. Dad had a big top hat. Tom can put the jam on the bun.	/20

(3.) Grade 1 CONSONANT DIGRAPHS	Consonant Digraphs: sh wh th ng ck ch	/6
	Real Words: shred chick when sing back shack that	/7
	Nonsense Words: chonk thit shap chut jong chim wheck	/7
(a) in list		

Example AHS EXCEL Spreadsheet

Student First	9/19 (8th)	8th Total	8TH MAZE 2	Feb. Maze 1	Feb. Maze 2	Average	ORF	Err	RTF	%	Winter to Feb.	Fall-Feb
Dylan	11/13	2	**20/5/15**	24/4	26/11	18	91	8	S	#	3	16
Austin	41/1	40	40/1/39	49/0	41/0	45					6	5
Katie	30/2	28	22/3/19	29/1	33/1	30					11	2
David	29/4	21	30/5/25	32/3	37/3	32					7	11
Sam	22/0	22	27/2/25	22/0	28/1	25					0	3
Darwin			MOVED									
Dylan	35/0	35	29/5/24	35/0	35/2	34					10	-1
Steph	21/3	18	24/5/19	27/3	26/4	23					4	5
Lance	25/3	22	13/4/9	21/2	27/4	21	##	6	S	#	12	-1
Kensy	29/5	24	29/6/23	41/1	33/1	36					13	12
Zack	24/6	18	29/10/19	36/1	43/5	37					18	19
Lenzie	18/7	11	25/12/13	34/3	28/10	25	61	7	N	#	12	14

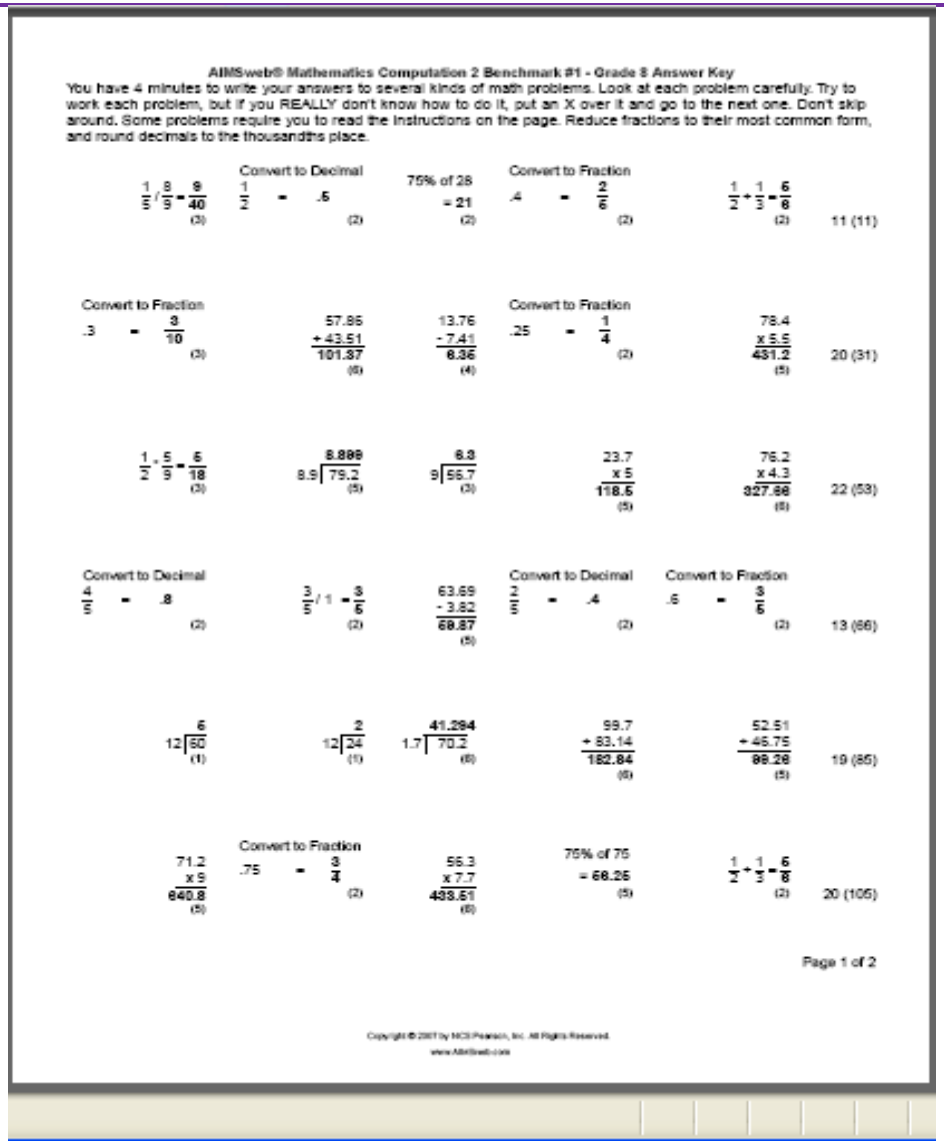
Diagnosing and Planning Instructional Support



Challenges for Next Year

- Progress Monitoring Student Growth
  - Formative Assessments in Content Areas
  - Fluency Passages in English
  - Determining Rate of Improvement Needed
  - Setting Goals
  - Developing Tier 2 Interventions for Students 1-2 grade levels below 9th grade year
  - Developing Tier 3 Interventions for Students 2 or more grade levels below 9th grade year
  - Continued General English Assistance for 10th Grade students
- Mathematics Assessments

Mathematics for 2009-10



AIMSweb® Mathematics Computation 2 Benchmark #1 - Grade 8 Answer Key

You have 4 minutes to write your answers to several kinds of math problems. Look at each problem carefully. Try to work each problem, but if you REALLY don't know how to do it, put an X over it and go to the next one. Don't skip around. Some problems require you to read the instructions on the page. Reduce fractions to their most common form, and round decimals to the thousandths place.

$\frac{1}{5} / \frac{8}{9} = \frac{9}{40}$ (3)

Convert to Decimal $\frac{1}{2} = .5$ (2)

75% of 28 = 21 (2)

Convert to Fraction $.4 = \frac{2}{6}$ (2)

$\frac{1}{2} + \frac{1}{3} = \frac{6}{8}$ (2)

11 (11)

Convert to Fraction $.3 = \frac{3}{10}$ (3)

57.86 + 43.51 = 101.37 (6)

13.76 - 7.41 = 6.36 (4)

Convert to Fraction $.25 = \frac{1}{4}$ (2)

78.4 x 5.5 = 431.2 (5)

20 (31)

$\frac{1}{2} \times \frac{5}{9} = \frac{5}{18}$ (3)

8.889 / 8.9 | 79.2 (5)

6.3 / 9 | 56.7 (3)

23.7 x 5 = 118.5 (5)

76.2 x 4.3 = 327.66 (6)

22 (53)

Convert to Decimal $\frac{4}{5} = .8$ (2)

$\frac{3}{5} / 1 = \frac{3}{5}$ (2)

63.69 - 3.82 = 59.87 (5)

Convert to Decimal $\frac{2}{5} = .4$ (2)

Convert to Fraction $.6 = \frac{3}{5}$ (2)

13 (66)

6 / 12 | 60 (1)

2 / 12 | 24 (1)

41.284 / 1.7 | 70.2 (6)

99.7 + 83.14 = 182.84 (6)

52.51 + 46.75 = 99.26 (5)

19 (85)

71.2 x 9 = 640.8 (5)

Convert to Fraction $.75 = \frac{3}{4}$ (2)

55.3 x 7.7 = 433.51 (6)

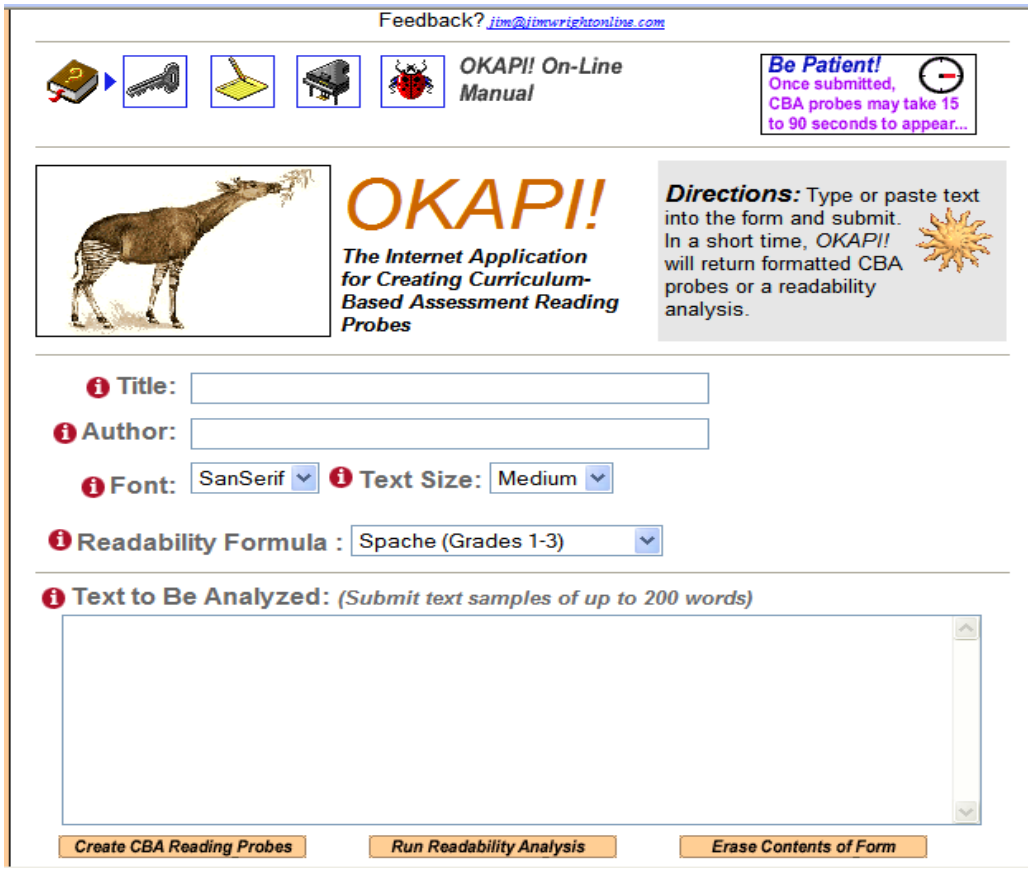
75% of 75 = 56.25 (5)

$\frac{1}{2} + \frac{1}{3} = \frac{5}{8}$ (2)

20 (105)

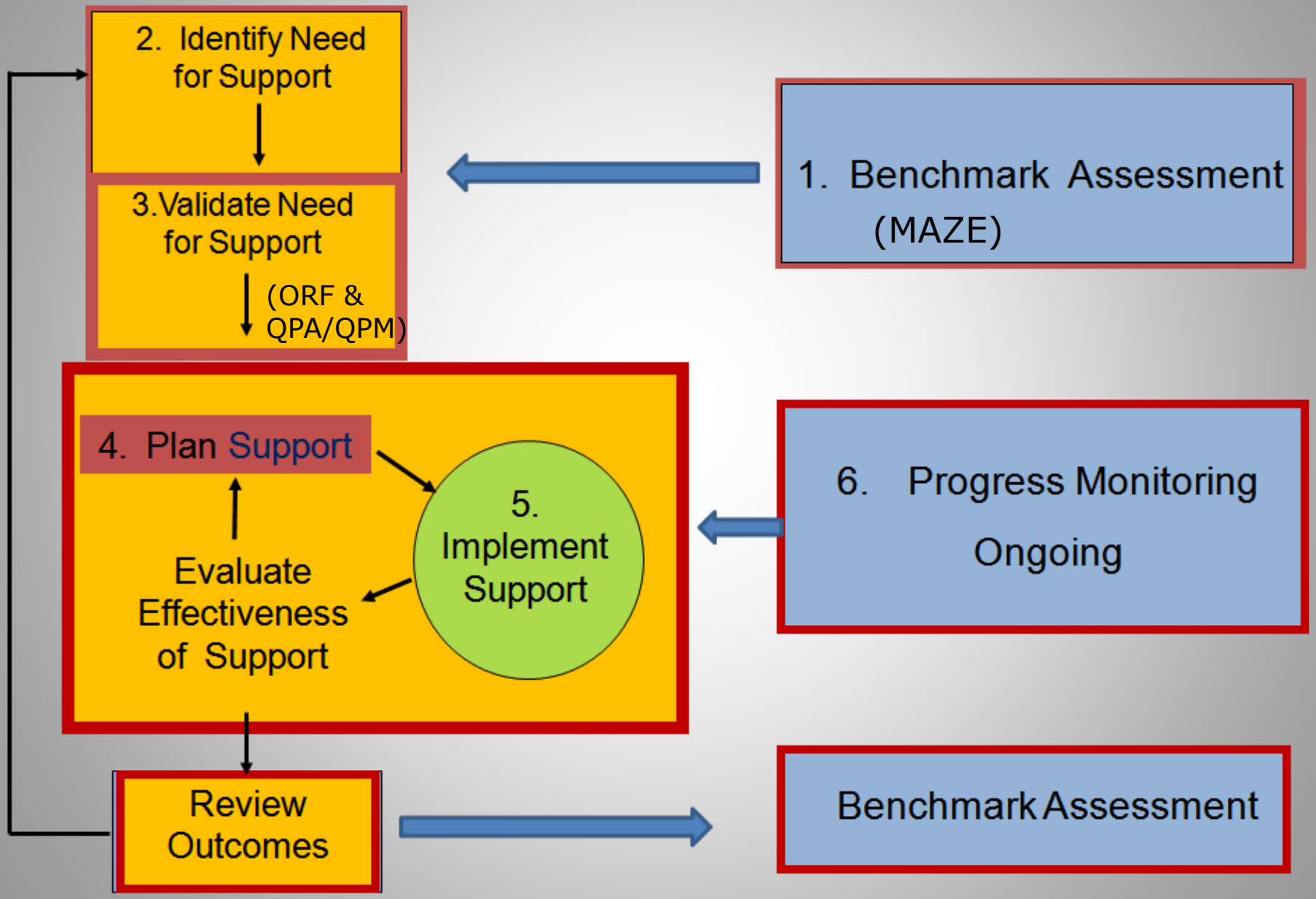
Page 1 of 2

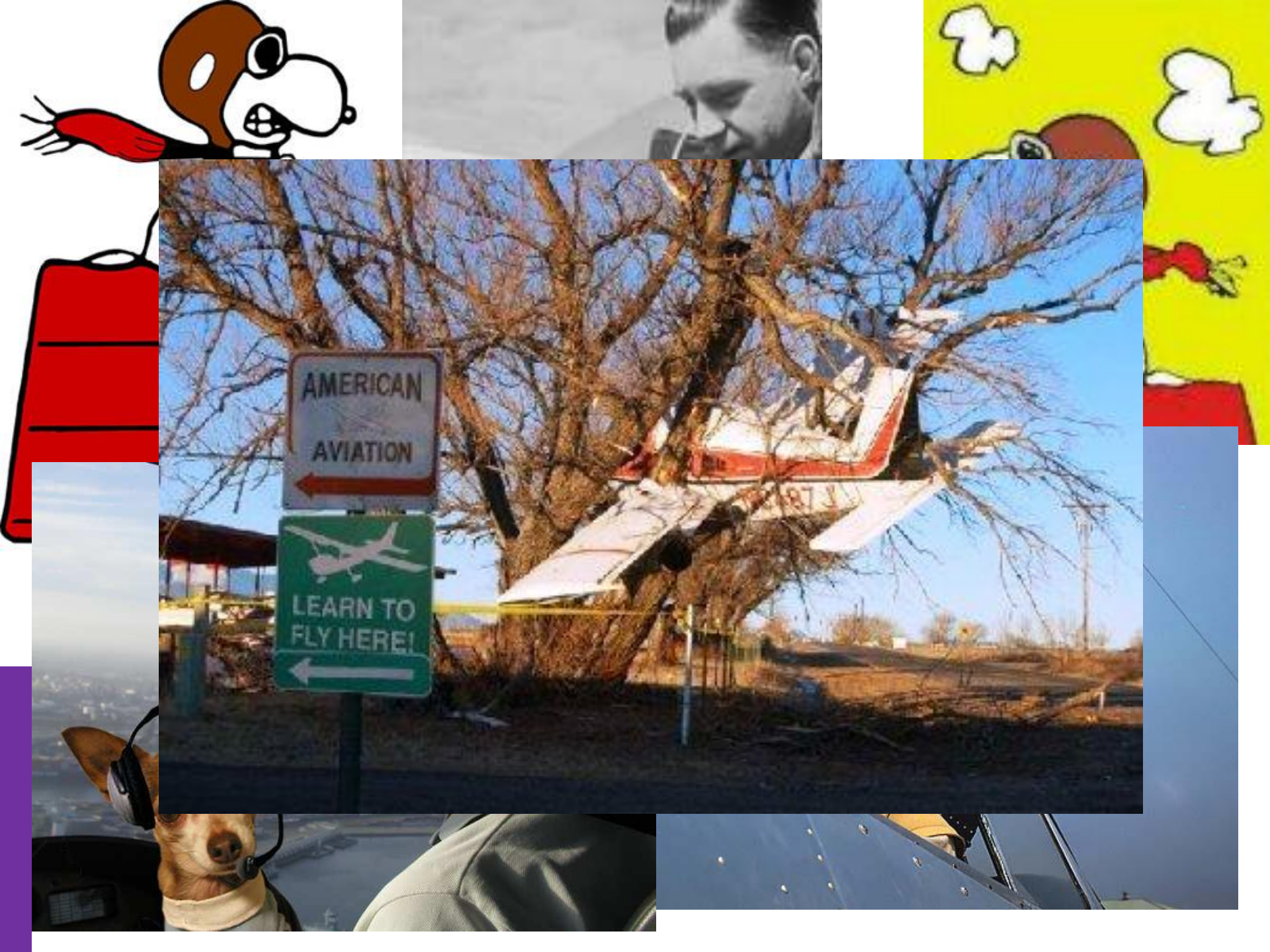
Create Your Own Oral Reading Fluency Assessment



http://www.interventioncentral.org/htmdocs/tools/okapi/okapi.php

Data-Driven Instructional Model




AMERICAN
AVIATION
LEARN TO
FLY HERE!

Evidence-based core curriculum, instruction, & interventions/extensions

Evidence-based curriculum, instruction and intervention are materials and practices authenticated in research as most effective in supporting children to learn.

Curriculum is the content to be taught. Instruction is the delivery method or design of what is taught. Interventions or extensions are intensified instructional practices used to teach targeted groups of students or individual students.

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
	A.A.I.F.7.1 Read multi-syllable and high frequency (often heard) words by sight both fluently and accurately.	**A.A.I.F.8.1** Read multi-syllable and high frequency (often heard) words by sight both fluently and accurately.	**A.A.I.F.9.1** Read multi-syllable and high frequency (often heard) words by sight both fluently and accurately.	**A.A.I.F.10.1** Read multi-syllable and high frequency (often heard) words by sight both fluently and accurately.	**A.A.I.F.11.1** Read multi-syllable and high frequency (often heard) words by sight both fluently and accurately.	**A.A.I.F.12.1** Read multi-syllable and high frequency (often heard) words by sight both fluently and accurately.
	A.A.I.F.7.2 Use phonic and context clues as self-correction strategies when reading.	**A.A.I.F.8.2** Use phonic and context clues as self-correction strategies when reading.	**A.A.I.F.9.2** Use pronunciation and context clues as self-correction strategies when reading.	**A.A.I.F.10.2** Use pronunciation and context clues as self-correction strategies when reading.	**A.A.I.F.11.2** Use pronunciation and context clues as self-correction strategies when reading.	**A.A.I.F.12.2** Use pronunciation and context clues as self-correction strategies when reading.
	A.A.I.F.7.3 Use 5-6 minute fluency passages regularly to practice oral and independent reading strategies with a goal of above 150 wpm.	**A.A.I.F.8.3** Use 5-6 minute fluency passages regularly to practice oral and independent reading strategies with a goal of above 150 wpm.	**A.A.I.F.9.3** Use 5-6 minute fluency passages regularly to practice oral and independent reading strategies with a goal of above 150 wpm.	**A.A.I.F.10.3** Use 5-6 minute fluency passages regularly to practice oral and independent reading strategies with a goal of above 150 wpm.	**A.A.I.F.11.3** Use 5-6 minute fluency passages regularly to practice oral and independent reading strategies with a goal of above 150 wpm.	**A.A.I.F.12.3** Use 5-6 minute fluency passages regularly to practice oral and independent reading strategies with a goal of above 150 wpm.
	A.A.I.F.7.4 Fluently and accurately read aloud narrative text and expository text with appropriate timing, change in voice, and expression.	**A.A.I.F.8.4** Fluently and accurately read aloud narrative text and expository text with appropriate timing, change in voice, and expression.	**A.A.I.F.9.4** Fluently and accurately read aloud narrative text and expository text with appropriate timing, change in voice, and expression.	**A.A.I.F.10.4** Fluently and accurately read aloud narrative text and expository text with appropriate timing, change in voice, and expression.	**A.A.I.F.11.4** Fluently and accurately read aloud narrative text and expository text with appropriate timing, change in voice, and expression.	**A.A.I.F.12.4** Fluently and accurately read aloud narrative text and expository text with appropriate timing, change in voice, and expression.
	A.A.I.F.7.5 Listen attentively to modeled fluent reading (teacher, peer, books from media sources, etc.)	**A.A.I.F.8.5** Listen attentively to modeled fluent reading (teacher, peer, books from media sources, etc.)	**A.A.I.F.9.5** Listen attentively to modeled fluent reading (teacher, peer, books from media sources, etc.)	**A.A.I.F.10.5** Listen attentively to modeled fluent reading (teacher, peer, books from media sources, etc.)	**A.A.I.F.11.5** Listen attentively to modeled fluent reading (teacher, peer, books from media sources, etc.)	**A.A.I.F.12.5** Listen attentively to modeled fluent reading (teacher, peer, books from media sources, etc.)

Component: Fluency
Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
Fluency Definition: The ability to read text quickly, accurately, and with proper expression. (National Reading Panel)

Indiana Indicators contained in Reading:	
A.A.I.F.8.1	Read multi-syllable and high frequency (often heard) words by sight both fluently and accurately.
A.A.I.F.8.2	Use phonic and context clues as self-correction strategies when reading.
A.A.I.F.8.3	Use 5-6 minute fluency passages regularly to practice oral and independent reading strategies with a goal of above 150 wpm.
A.A.I.F.8.4	Fluently and accurately read aloud narrative text and expository text with appropriate timing, change in voice, and expression.
A.A.I.F.8.5	Listen attentively to modeled fluent reading (teacher, peer, books from media sources, etc.)

Sample Activities:

Level 1: **Knowledge/Comprehension**
- Listen to a reading selection on tape/CD as a class
- Read aloud a passage from a textbook or other written source
- Listen to a peer or teacher read a passage aloud
- Use Reader's Theater to practice oral reading skills including expression, timing, etc.
- Use Choral Reading to practice oral reading skills including expression, timing, etc.
- Use Partner Reading to give feedback on oral reading fluency

Level 2: **Application/Analysis**
- Compare rate and accuracy scores on fluency passages over time
- Draw conclusions about the relationship between fluency and comprehension

Level 3: **Evaluation/Synthesis**
- Evaluate effectiveness of various reading strategies on fluency passage performance
- Create a plan to increase fluency goal

Scientifically Based Research Instruction:

Use grade-appropriate novels and anthologies in literacy circles to practice fluency

Use passages from "The Six-Minute Solution" Reading Fluency

Use informational materials (newspapers, Internet articles, etc.) in peer partners to practice fluency

Use grade-appropriate novels and anthologies in literacy circles to practice fluency

Use poetry from Timothy Rasinski to practice and improve fluency

Assessment(s):

timed reading passages for rate and accuracy
teacher observation of oral reading

Resources:

"Reading Next: A Vision for Action and Research in Middle and High School Literacy" , Biancarosa & Snow, 2004

"Doesn't Everybody Need Fluency?" by Binder

"What's hot in adolescent literacy 1997-2006", Cassidy

"Reading Goals: Strategies for Fluency", CORI, University of Maryland, 2006

"Every Young American a Strong Reader" published by the Dept. of Ed.

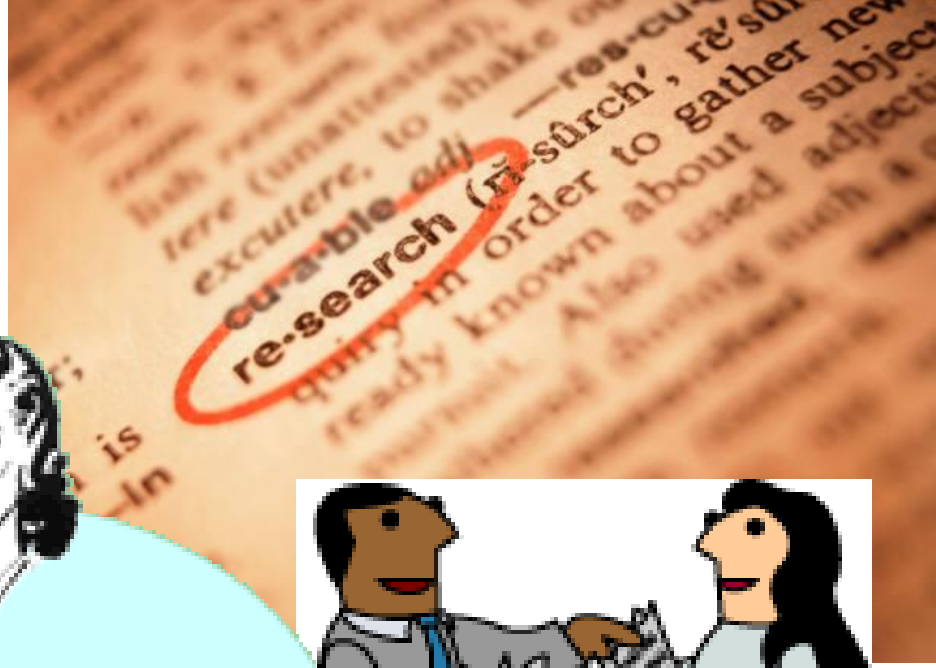
"Fluency: Achieving True Mastery in the Learning Process" by Binder, Haughton, and Bateman

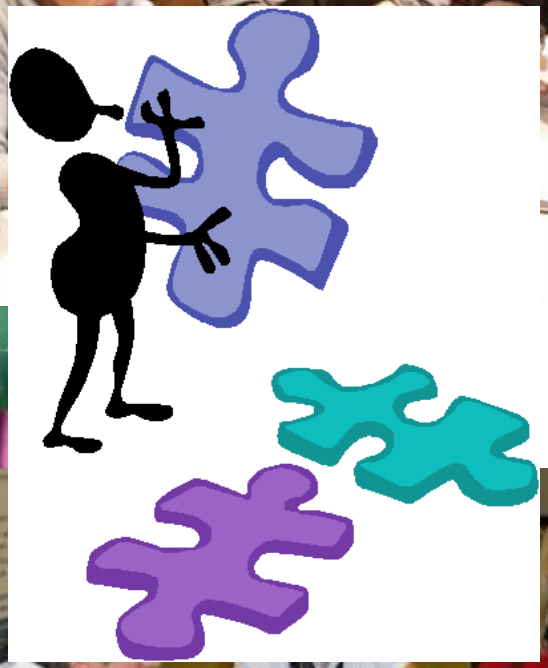
Reading and the High School Student by Irvin, Buehl and Kemp

Core Curriculum

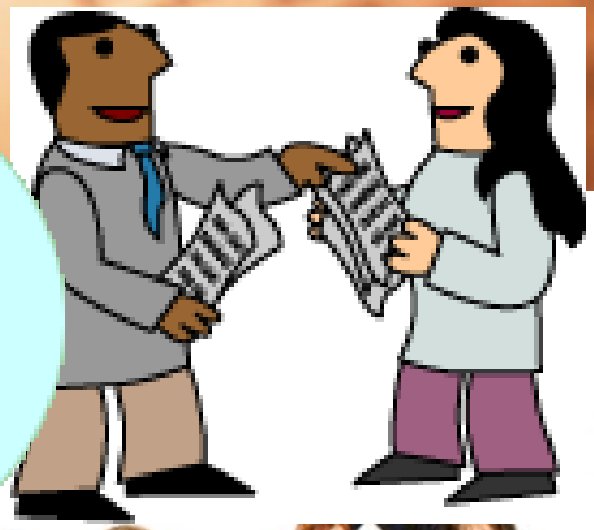
The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.





Sharing
Resources
is Swell.



What does it take to know a word?

- Discuss with your partner:

"Paula put down her pirn, wrapped herself in a paduasoy, and entered puerperium."

Now try again

- Story about birthing
- Pirn — tool for weaving
- Paduasoy — silken robe of Japanese style
- Puerperium — the time that was the beginning of labor to birth

"Paula put down her pirn, wrapped herself in a paduasoy, and entered puerperium."

Vocabulary in Context

3. Categories of Natural Context

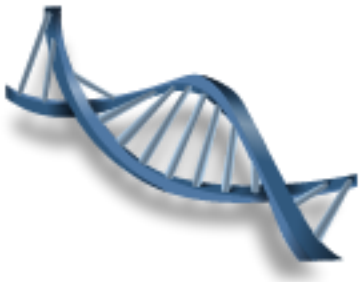
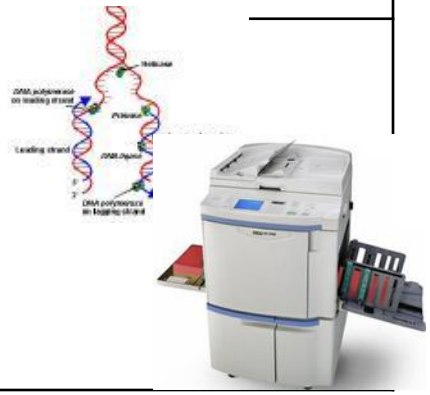
Misdirective	Nondirective
There's a wireless and lots of books.	Paula put down her pirn, wrapped herself in a paduasoy, and entered puerperium.
General Context	**Directive Context**
Eagles eat carrion mostly in the winter, when other food is hard to find.	Eagles have talons, or claws, to help hold slippery, wriggling fish.

Beck, McKeown, & Kucan, 2002

Science Example

Chapter 12 Vocabulary

Assignment	Points Worth
Vocabulary	60 points
Total	60 points

Vocabulary	Definition	Example(s)	Picture
12.3 (12 pts) **DNA**	A nucleic acid that contains the genetic information that will be passed from parent to offspring. Name stands for deoxyribonucleic acid.	A ladder or oreo cookie (shape of helix)	
12.2 (12pts) DNA Replication	The process of copying DNA into DNA inside the nucleus using an enzyme DNA polymerase.	Bacteria replicating in binary fission. Copy machine.	

English Example

Vocab Unit 11

Vocab Word	Definition	Synonyms/Antonyms	Picture/Illustration
Belated	Late, tardy	Synonyms: delayed. behindhand Antonyms: early	

Choosing the Right Words

Tier One Words

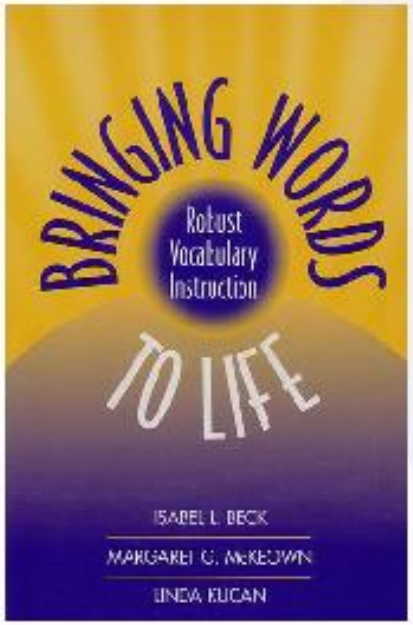
-Used across all disciplines
-Rarely needs explanation or direct teaching

Tier Two Words

-Specific to content area curriculum

Tier Three Words

-Used only in isolated situations
-Limited to specific units



Beck and McKeown, 1985

Tier Word Examples

	English	Science
Tier 1	Compare, Confirm, Develop, Discuss, Interpret	
Tier 2 (Discipline Specific)	Analogy, Citation, Essay, Characterization	Volume, Cycle, Random, Purpose, Data, Diagram, pH
Tier 3 (Course specific)	English 9 Class: Monologue, Oxymoron, Stanza, Sonnet	Biology Class: DNA, Replication, Evolution, Common Descent, Natural Selection

Curriculum Adaptations:

- Example:
  - Final Exam questions adapted
- Student Comprehension?
  - Is it the content/skill preventing them from correctly answering the question?

    or
  - Is it the wording/vocabulary of the question?

Original Question:

Charles Darwin's observation that finches of different species on the Galápagos Islands have many similar physical characteristics supports the hypothesis that these finches…

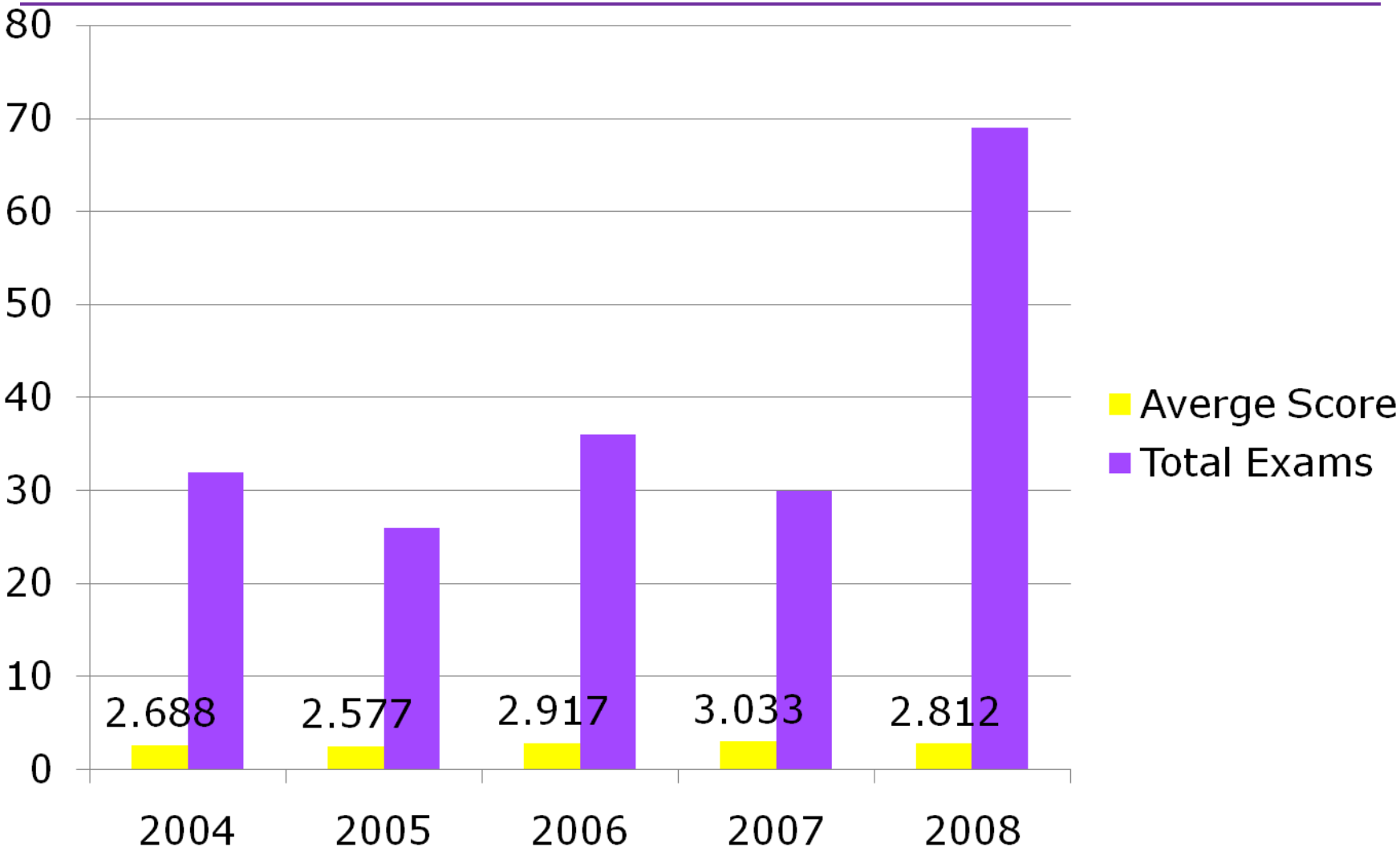
Adapted Question:

Darwin observed different species of finches on the Galápagos Islands; their similar physical characteristics supports the hypothesis that finches…

Draft of Literacy Tiers of Support for 2009-10

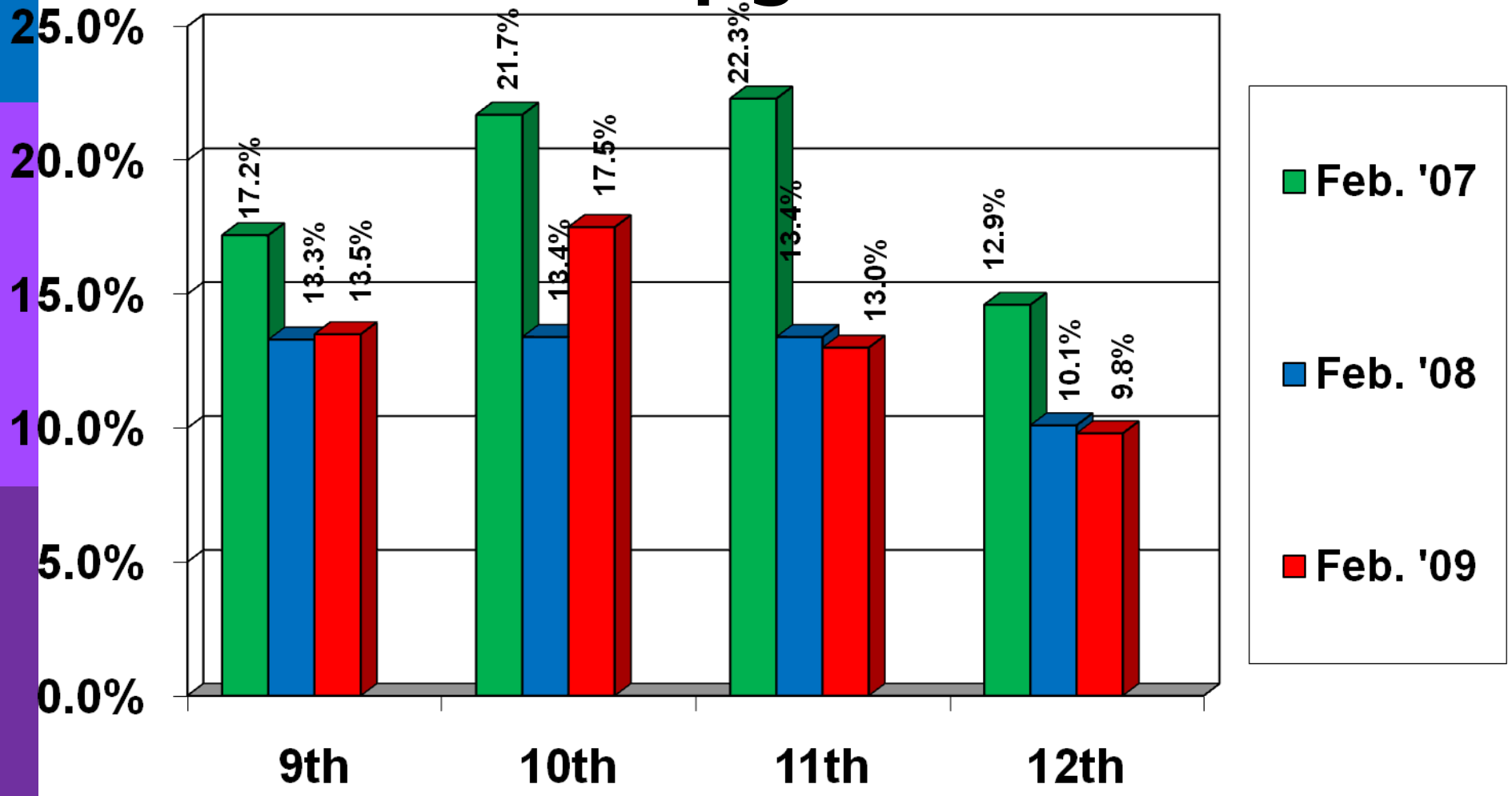
Levels of Support	Individual Students	Classroom Unit	Professional Development
Advanced Tier	Students consistently exceed the targets and can handle advance materials **Intervention**: Need challenge, extension and enrichment **Assessment**: Assessment every 6 weeks **Materials**: Standard plus reading 25 books per year, reading of technical text, high level research project	Students in the classroom are exceeding the benchmarks as demonstrated through assessment; teachers are models and resources for others; AP and Pre-AP trained teachers	Advanced Placement training and material; Pre-AP instructional strategies and materials Differentiated Instruction training Training on adopted instructional materials Instructional guides and/or standards-based unit plans Assessments for and of learning

AP English Lang / Comp



Levels of Support	Individual Students	Classroom Unit	Professional Development
Tier One: Benchmark	Students generally can meet the standards; average learner **Intervention:** Occasional in-class modifications; SBRR and SBRI in vocabulary and comprehension strategies **Assessment:** Assessment every 6 weeks **Materials:** Adopted grade level instructional materials plus reading 25 books per year; reading of technical text	80% of students are making good progress	SBRR and SBRI in pre reading, during reading and post reading strategies and writing strategies Differentiated Instruction training Training on adopted grade level instructional materials Instructional guides and/or standards-based unit plans Assessments *for* and *of* learning

% OF STUDENTS RECEIVING TRIMESTER F'S



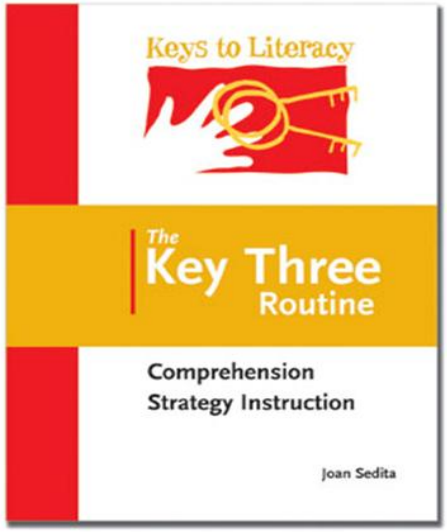
Levels of Support	Individual Students	Classroom Unit	Professional Development
Tier 2: Strategic	Students are typically between the 30th-49th percentile on normative measures; 1-2 years behind; gaps in skills and knowledge **Intervention**: Direct instruction with teacher or one-on-one in the form of reteaching, preteaching, adjustments of pace and complexity; **separate reading intervention; additional tutoring program** **Assessment**: Assessment every 3-4 weeks to pinpoint problems and target interventions **Materials**: Standard reading program with added support class and materials plus reading 25 books per year; technical text reading with support	Classrooms where about one-third of the students are not making benchmarks (25-30%); special education teachers/coaches/content area teachers labeled literacy intensive classes (i.e., social studies class is considered reading intensive)	Collaboration and co-teaching training Training on adopted grade level instructional materials Differentiated Instruction training Instructional guides and/or standards-based unit plans **Content area teacher training** on instructional strategies in reading and writing SBRR and SBRI: building background knowledge; vocabulary; fluency; comprehension strategies Assessments *for* and *of* learning

Levels of Support	Individual Students	Classroom Unit	Professional Development
Tier 3: Intensive	Students test below the 30th percentile on normative measures; reading skills are limited **Intervention**: Assessment every 2 weeks to pinpoint problems and target interventions **Materials**: **Intensive intervention to replace traditional ELA class**; special supplementary materials and/or specialized program	Classrooms where about half of the students are not meeting benchmark indicators; teachers held accountable to teach the program as designed; reading specialist with assistance from special education/coach **Time:** Intervention time may be beyond the ELA class time for students who are farthest behind	Program specific training Training on adopted grade level instructional materials DI training SBRR and SBRI: building background knowledge; vocabulary; fluency; comprehension strategies; writing strategies Assessments *for* and *of* learning

Considerations for all Tiers

- Choosing teachers
- Mutual accountability
- Entry and exit criteria
- Student movement across and between tiers
- Evaluate your plan

Secondary SBRI Literacy Resources

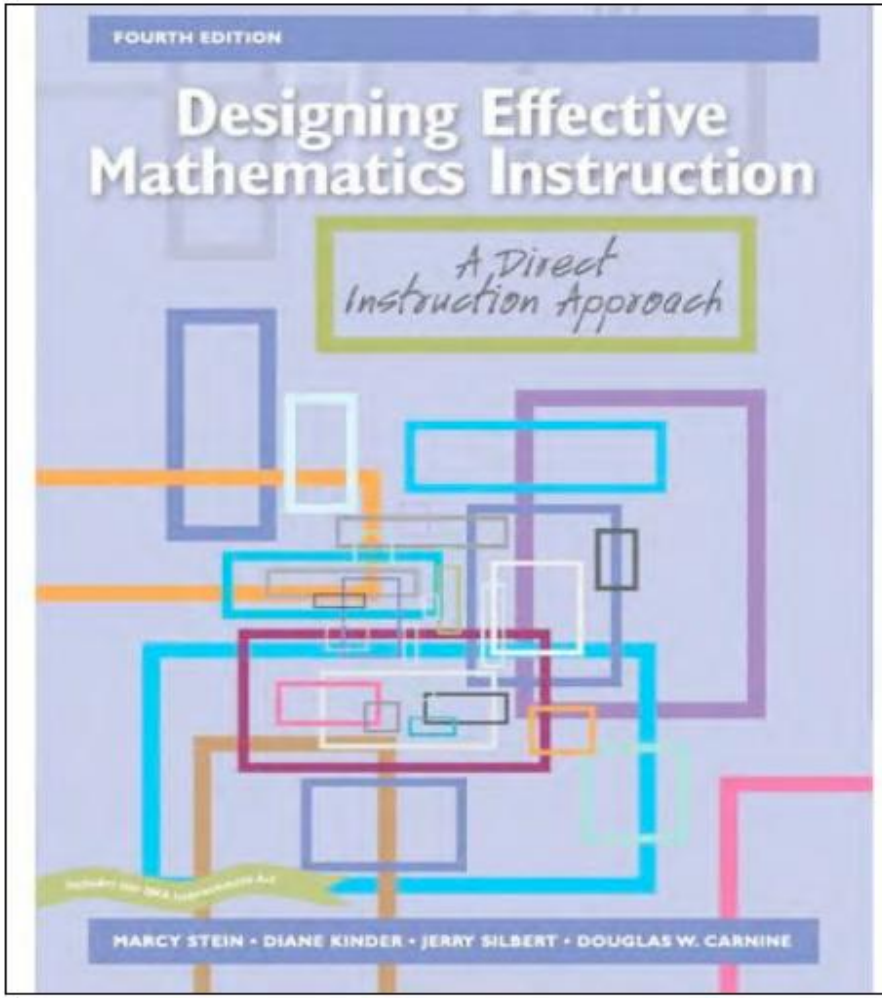


The Key Three Routine:
Comprehension Strategies™

Joan Sedita, M.Ed.

www.keystoliteracy.com

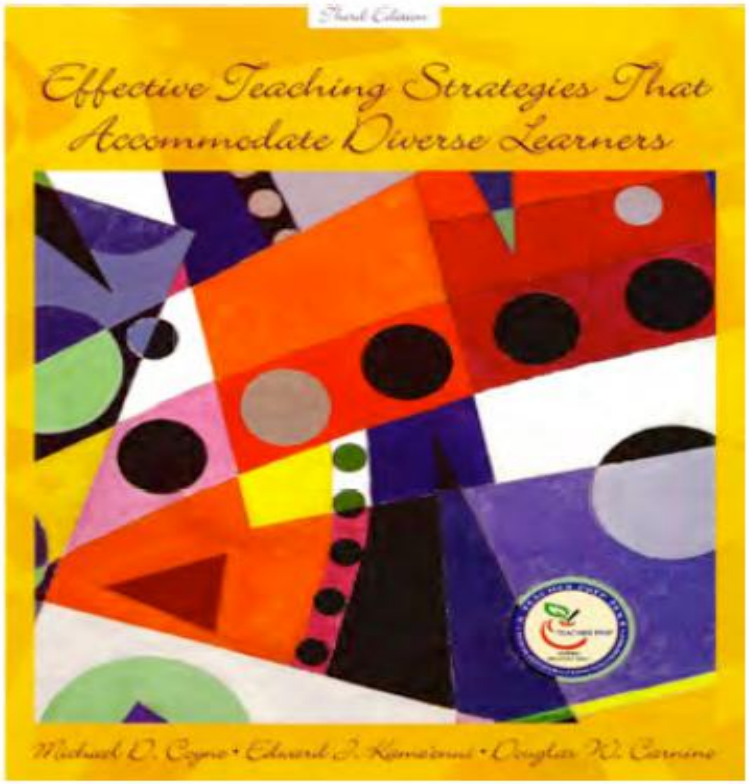
Mathematics Resources



A Great Book for Math Problems

Stein, M., Kinder, D., Silbert, J., & Carnine, D. W. (2006). ***Designing effective mathematics instruction:*** *A direct instruction approach* (4th ed.). Upper Saddle, NJ: Pearson Merrill Prentice Hall.

Effective Teaching Strategies

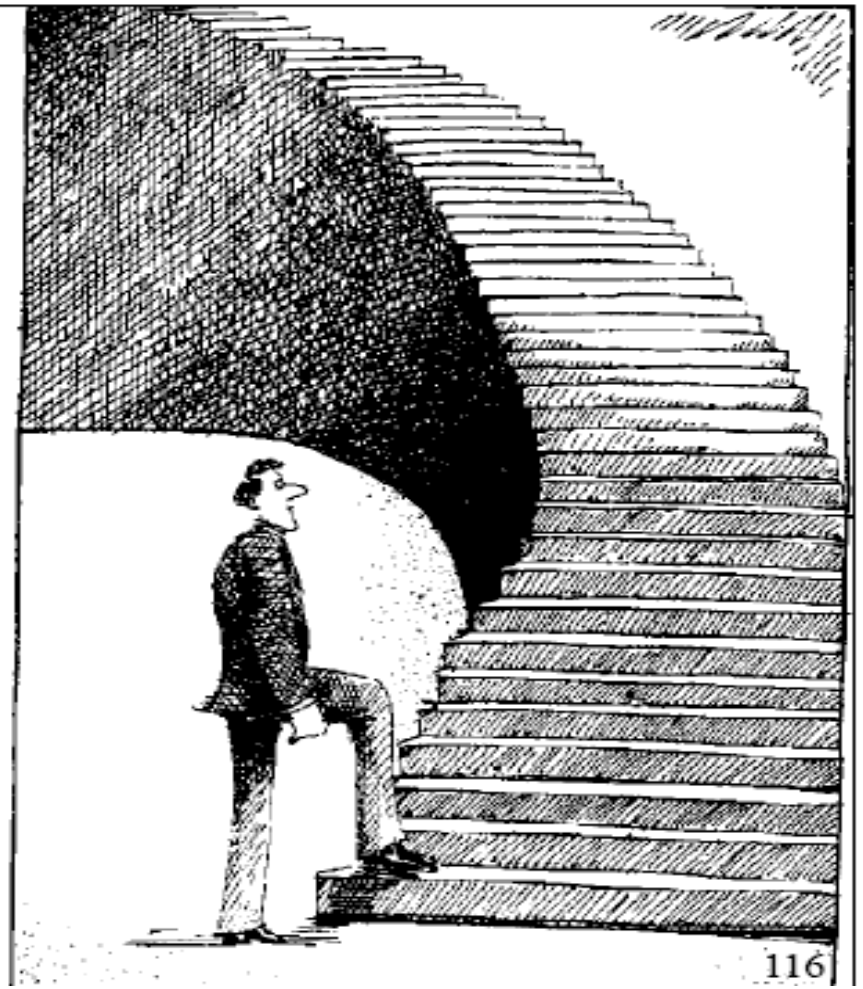


More Great Books

Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). ***Effective teaching strategies that accommodate diverse learners*** (3rd ed.). Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.

School-wide Positive Behavior Supports

Building
Effective Positive Behavior Support



What is SWPBS?

- School-wide Positive Behavior Support
- Goal: To provide a clear system for all expected behaviors at AHS
- Create a Better AHS!!!!

Six Components of SWPBS

- Select and define expectations and routines that are observable, acknowledgeable, and teachable(OAT)
- Teach behaviors and routines directly in all settings
- Actively monitor behavior; move, interact, scan (MIS)
- Acknowledge appropriate behavior
- Review data to make decisions
- Correct behavioral errors
  - Pre-correction/Boosters/De-escalation/FBA

Define Expectations & Routines

Beginning PBS at AHS

Targeted Behaviors

- Total referrals 5,743
  - Tardies 37.6%
  - Misbehavior 12%

Actions taken

- Created Attendance Initiative
  - Bi-weekly
  - Minimal teacher effort

AHS Demographics and Discipline

- 80% white
  - 69% of referrals
- 20% minorities
  - 31% of referrals
    - 9% African American = 18% referrals
    - 5% Hispanic = 8% referrals
    - 3% Asian = 3% referrals
    - 3% Multi-racial = 3% referrals

Future Plans for at AHS

Positive Behavior Support				
	Motivation	**Accountability**	**Respect**	**Kindness**
Hallways	▪ Move quickly through the hallways without stopping or standing ▪ Staff presence in hallways ▪ Avon decorations in hallways	▪ Be on time to class ▪ Move when two minute bell rings ▪ Put trash in the trashcans ▪ Recycle ▪ Keep locker neat	▪ Keep moving through the hallways ▪ Use appropriate tone, volume, and language when speaking ▪ Allow others space ▪ Wait your turn ▪ Keep hands to yourself	▪ Say hello to teacher and peers ▪ Leave room for others to walk ▪ Say, "excuse me" when moving between people

SWPBS Resources

Scientifically Based Behavior Support Interventions Websites

Randy Sprick, Ph.D.
Safe and Civil Schools:
www.safeandcivilschools.com

National Technical Assistance Center on
Positive Behavioral Interventions and Supports (PBIS):
www.pbis.org

Illinois PBIS Network
http://www.pbisillinois.org/

Rob March, Ph.D.
Effective Educational Practices
http://www.successfulschools.org

Cultural Responsivity *at the core of* Indiana's vision of RTI

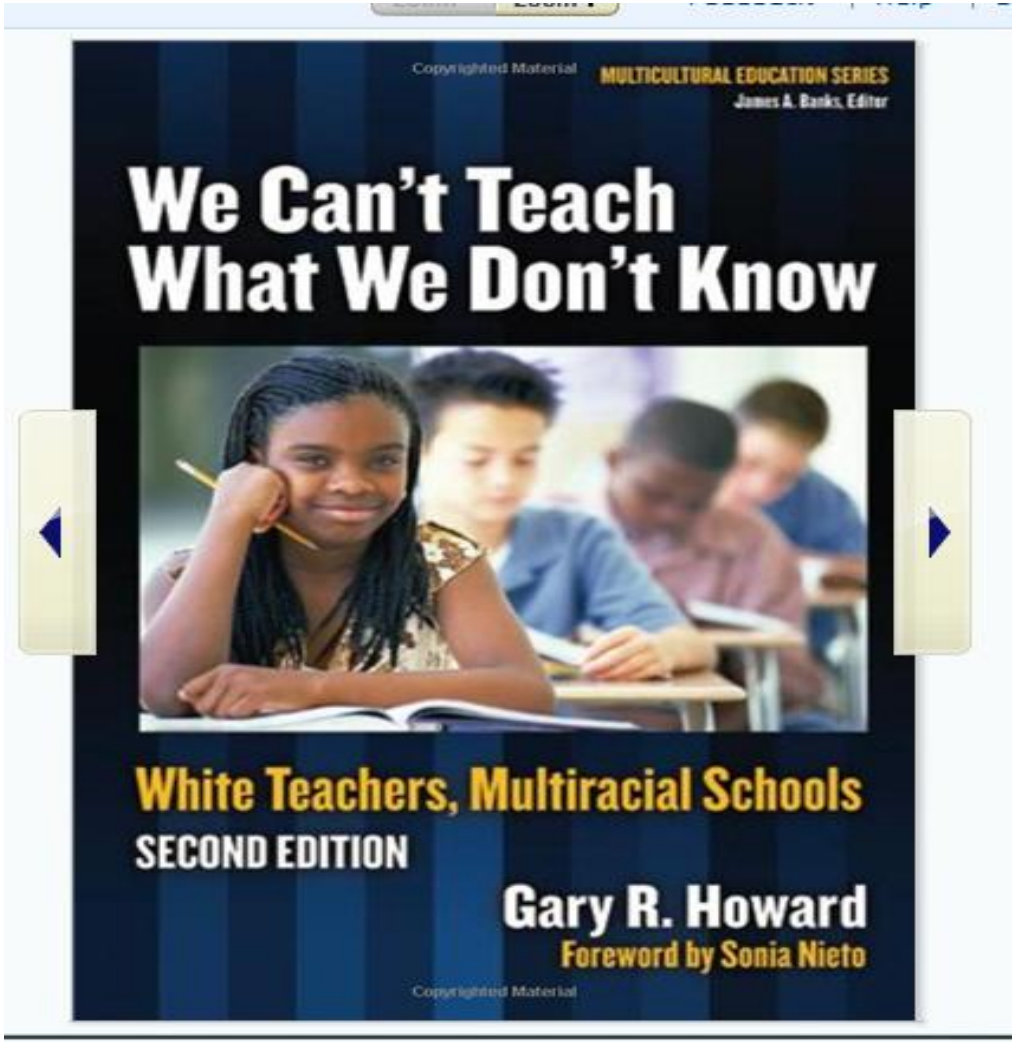
It is:

- a developmental process.
- a set of congruent behaviors, attitudes and policies that come together in a system, agency and/or among professionals to work effectively in cross-cultural situation.
- the capacity to function effectively in cultural contexts that differ from your own.

Cultural responsivity:

- facilitates the achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context.
- Strengthens what students bring to school.
- permeates every aspect of education.

Our District Cultural Competency Plan



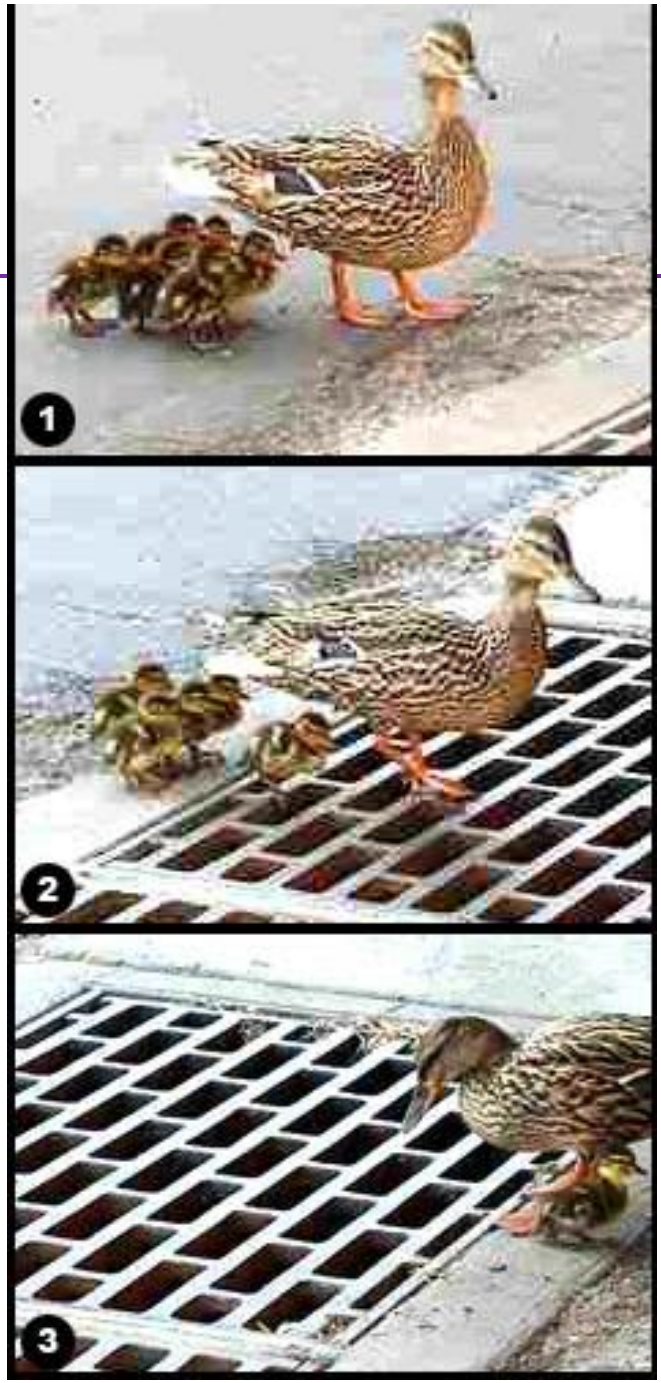
Gary Howard's Framing Concepts

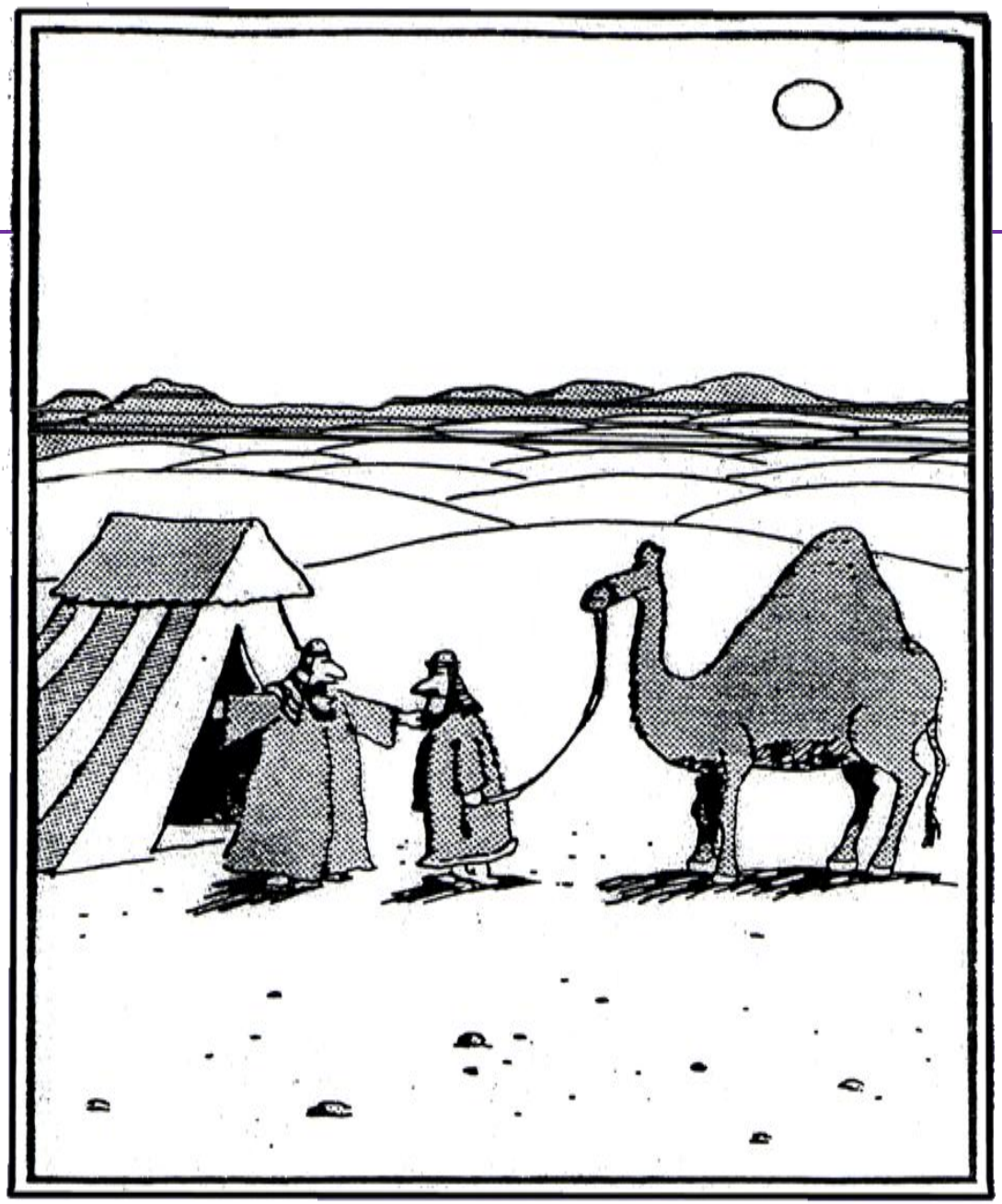
1. We are already on the river.
2. We're good people doing hard work.
3. Real change begins with us.
4. Every student brings diversity to our classrooms.
5. Differences make a difference,
   but they don't have to get in the way.
6. The social, emotional, and cultural context of
   learning is the key to student success.
7. Relationship precedes learning.
8. Equity is not a separate initiative.
9. This is long-term work.

Family, community & school partnerships

Family, school, and community partnerships are collaborative relationships. These relationships evolve from the influences and resources in students' lives. Our goal is to promote success and provide benefit to all involved-parents, students, school personnel and the community as a whole.

So that we do not have any of our children fall through the cracks, we must be purposeful with our parent/community partnership.





"Stop asking me if we're almost there; we're Nomads, for crying out loud."

9th Grade Programming Participants

Name	Position	E-mail Address
Dr. Peggy Clark	Secondary Curriculum Director	prclark@avon-schools.org
William R. Adcock	Principal	wradcock@avon-schools.org
Ginger J. Anderson	Asst. Principal	gjanderson@avon-schools.org
Frank L. Meyer	Dean of Students	flmeyer@avon-schools.org
Venetia L. Faulkenberg	District Literacy Coordinator	vlfaulkenberg@avon-schools.org
Julie A. Chadwick	Literacy Coach	jachadwick@avon-schools.org
Andrea M. Austin	Math Teacher	amaustin@avon-schools.org
Courtney N. Cabrera	Social Studies Teacher	cncabrera@avon-schools.org
Melinda J. Hatchett	Guidance Counselor	mjhatchett@avon-schools.org
Michelle L. Hammons	Science Teacher	mlhammons@avon-schools.org
Rachel K. Cayia	English Teacher	rkcayia@avon-schools.org
Diane L. Stafford	Special Education Teacher	dlstafford@avon-schools.org